

003930-1

TEACHING REVERENCE

This pamphlet can be used for individual study or for group discussion.

Individual study

Each individual will need his own copy for personal study and reference whether or not he belongs to a study group.

Group study

The Home and School Association, whether in a general meeting or in special study groups, can use this pamphlet as the basis for discussion.

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PRINTED IN U.S.A.

Department of Education
General Conference of Seventh-day Adventists
Washington, D.C.

003930 -1

TEACHING REVERENCE

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WHAT WE SHOULD DO

1. Be reverent ourselves as adults.
2. Teach our children to be reverent.
3. See that reverence is maintained in the house of God at all times.

WHY

God has spoken. We ought to heed His counsel.

"Reverence is greatly needed in the youth of this age. I am alarmed as I see children and youth of religious parents so heedless of the order and propriety that should be observed in the house of God."—MYP 265.

"Every child should be taught to show true reverence for God. Never should His name be spoken lightly or thoughtlessly. Angels, as they speak it, veil their faces. With what

reverence should we, who are fallen and sinful, take it upon our lips!"—PK 236.

"Your children should be educated . . . to respect religious things, and feel the importance of the claims of God. They should be taught to respect the hour of prayer; they should be required to rise in the morning so as to be present at family worship."—5T 424.

"Teach your children to respect and honor the ones to whom God has shown respect and honor by placing them in positions of trust."—7T 186.

"Reverence should be shown for God's representatives,—for ministers, teachers, and parents, who are called to speak and act in His stead. In the respect shown them, God is honored."—PK 237.

"When the word of life is spoken, you should remember that you are listening to the voice of God through His delegated servant. Do not lose these words through inattention."—MYP 266.

"Children should be taught to respect experienced judgment, and to be guided by their parents and teachers."—3T 133.

“Many fathers and mothers err in failing to second the efforts of the faithful teacher.”—FE 64.

“Children who dishonor and disobey their parents, and disregard their advice and instructions, can have no part in the earth made new.”—1T 497.

“There is no period in life when children are excused from honoring their parents.”—2T 80.

“We should reverence God’s Word. For the printed volume we should show respect, never putting it to common uses or handling it carelessly.”—CG 538.

“Nothing that is sacred, nothing that pertains to the worship of God, should be treated with carelessness and indifference.”—MYP 266.

HOW

By Making a Difference

Reverence, profound respect mingled with love and awe, is shown by making a *difference* between that which belongs to God and that which belongs to man, between that which is holy and that which is common, between that which is sacred and that which is earthly. Children should be taught to make a distinction between the way they treat the Lord’s house and common, ordinary buildings, His day and the six working days of the

week, His Book and the books written by man, His preachers and other public speakers, His money and the nine tenths left to us, prayer and conversation with others.

All through the Bible reverence is taught as a divine requirement. For no other sin has more severe punishment been meted out than for the sin of irreverence. “Even kindness should have its limits. Authority must be maintained by a firm severity, or it will be received by many with mockery and contempt. The so-called tenderness, the coaxing and indulgence, used toward youth, by parents and guardians, is one of the worst evils which can come upon them. In every family, firmness, decision, positive requirements, are essential.”—PK 236.

The common fire used by Nadab and Abihu no doubt appeared to be the same as the holy fire kindled by God and dedicated to His service. Apparently it was a very small departure from God’s command. But this failure to make a difference between the sacred and the common was enough to cause the instant death of these priests. Uzzah did nothing wicked according to human standards, but that irreverent act of treating the sacred ark as a common thing in face of the expressed directions not to touch it brought swift and sure punishment.

However, all who show disrespect to God are not punished im-

mediately. More often the penalty is deferred. When the ark was returned by the Philistines to the children of Israel, one man ventured to disregard the plain instruction of the Lord and looked into the ark. When the others saw that he suffered no ill effects, immediately they were tempted also to disregard the word of God. Not until at least 50,070 individuals had had time to file past and gaze upon

that sacred chest did the wrath of God fall upon them. The fact that punishment was delayed did not mean that it was not sure to come. Just because the swift vengeance of God is not meted out to irreverent people today is no sign that punishment will never come to them. It is just as sinful to show disrespect to God today as it was in the days of the children of Israel.

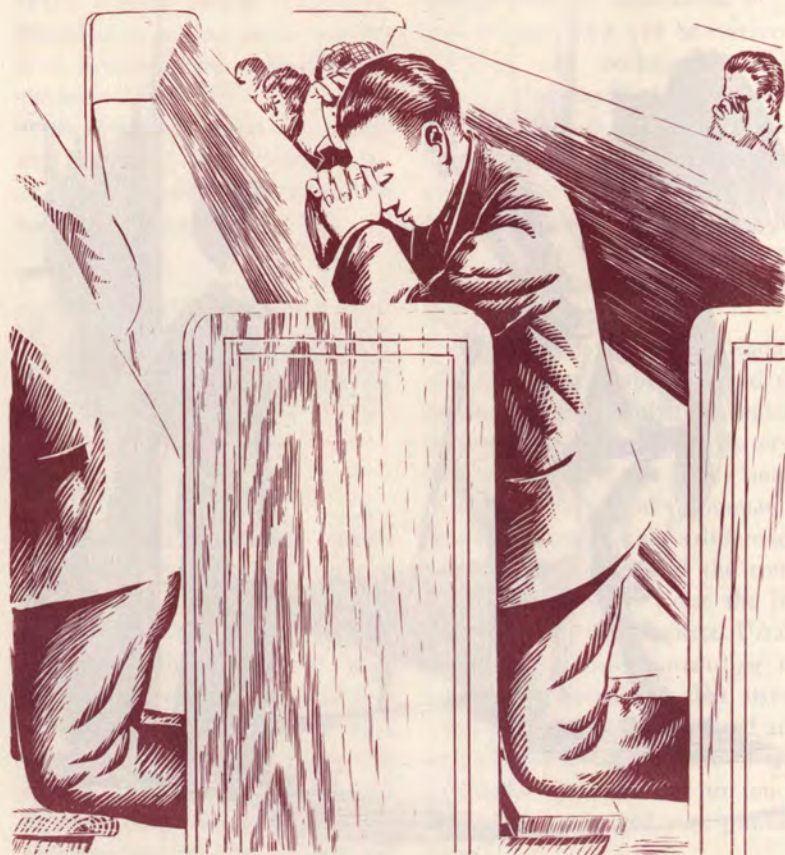


Children should be taught to be courteous to older people.

Remembering It Is God's House

Nothing that is dedicated to God and used in His worship can be treated as something common or used in an ordinary manner. For years Moses had led his flocks over the plains of Midian. His sheep had grazed on the grass day after day and the little lambs had gamboled over the hills season after season. But one day while standing on that

same ground over which he had led his flocks so often, Moses was commanded to take off his shoes. That ground was now holy, for God was there, and Moses was bidden to recognize the fact by showing reverence for the place. A church may be constructed out of the same material used in building our homes, our stores, our office buildings. The lumber may be taken from the same tree, the bricks



Reverence calls for graceful posture at all times.

burned in the same kiln, the nails and hinges smelted in the same furnace, but when that house is dedicated to the worship of God it becomes a hallowed place. In this place we come to meet with God. "Keep thy foot when thou goest to the house of God." Common talk should have no place in the sanctuary.

Most of our churches have only one platform that is used by our ministers in preaching the Word, by Sabbath school officers, and by children and others who take part. Before a child puts his foot upon the rostrum he should be told that this part of the church is more sacred than the rest of the building. This is the place where God's Word is revealed to the people. We must walk softly in this place just as Moses took off his shoes when he stood in the presence of God. Whether it is Sabbath morning with the church full of people, or Monday afternoon with only the ones present who are practicing for the program, the rostrum must be treated with proper decorum. Although it is entirely out of place for children to run or play in any part of the sanctuary at any time of the week, no one should step upon the rostrum needlessly. It is not a common place. The janitor who knelt in the vestibule every time he went to sweep the house of worship and prayed that he might clean that church to the glory of God, had the right concept of his sacred trust.

The church proper is not a lunch counter. It must grieve the angels to see parents feed their children fruit, candy, and crackers during church to keep them quiet. How can these children be taught reverence? It is a disgrace for anyone, old or young, to eat food or chew gum in the house of God. The only possible exception might be giving a bottle of milk to an infant.

If adults and children are expected to show the proper reverence for the house of God, the officers should see that they do all they can to encourage this. The building itself should always be in good repair. For weeds to be allowed to grow up in the yard, the paint to be neglected, the roof to leak, is to invite irreverence. The unconscious reaction is, the property of God must not be important or someone would care for it properly. The church should be as clean and comfortable as it is possible to make it. The pulpit should never become a catchall for old goal devices, discarded matchboxes, dustcloths, and circular letters from the conference.

In some churches the pews are so close together that kneeling is almost impossible, or at least very awkward. Seats properly spaced and prayer rails would enable the congregation to kneel gracefully and reverently. Well would it be if building committees would give consideration to installing prayer rails in our churches.

Rented halls, auditoriums, pa-
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vilions, and private homes that are used temporarily for church services need not, of course, be considered sacred at other times, for they have not been dedicated. However, the place where we meet to worship God, be it the deck of a ship, a schoolroom, a tent at camp meeting, or a lakeside at the summer training camp, becomes hallowed ground and should be had in reverence during the entire service. Whether we realize it or not, God is present at all our meetings. After Jacob's dream of the ladder full of angels ascending and descending, he declared, "Surely the Lord is in this place; and I knew it not. . . . this is none other but the house

of God, and this is the gate of heaven" (Gen. 28:16, 17).

Before inviting God to meet with us in a given location, the place should be put in order. Dirt, litter, and distracting objects should be removed and the furnishings so arranged as to direct the thoughts heavenward.

Well would it be if parents would train their children to see that the room in which they offer their secret prayers is tidy. Before kneeling down by their little bed to ask Jesus to watch over them while they sleep, they should see that their clothes are neatly arranged and everything is in its place. This will help the children

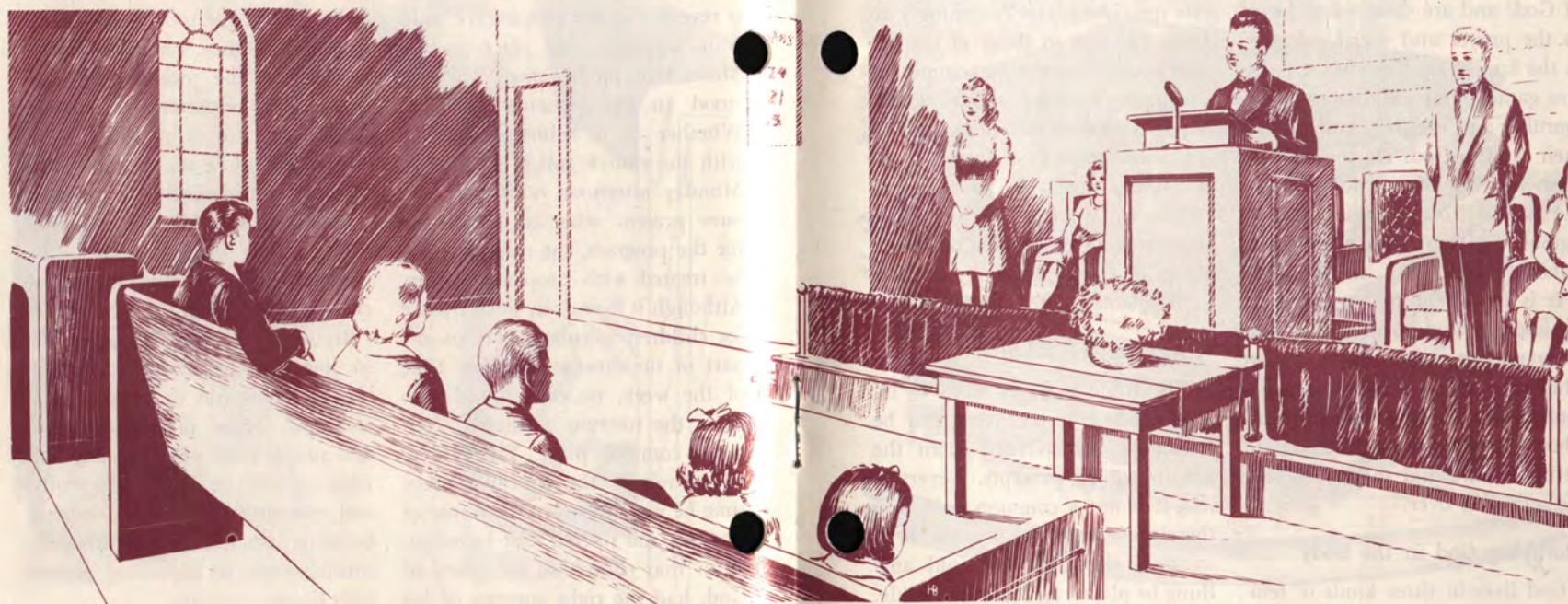
to have more respect for prayer and a higher regard for God. Certainly we would never think of having family worship in a dirty, disorderly room. Before asking Jesus into our home, the place should be made inviting. The reverent family is neat and tidy.

Attending the Services

True reverence means we shall attend Sabbath school and church. Is a person reverent who absents himself from the house of worship needlessly? On the Sabbath day God draws near to His people. He has promised to be in their midst even if only two or three gather together. Does it show respect not to meet with Him?

True reverence means we shall meet with God in His church on His day and take an active part in the singing, listen to the prayers that are offered, follow the sermon, and be able to say Amen in our heart at least, when the message is for us.

One can be irreverent by his indifference. The feeble manner in which some join in the congregational singing is certainly no honor to the Lord. The listless attitude with which some go through the church service brings no praise or glory to God. One's mind can be so completely occupied with other thoughts and interests that the sermon is not remembered and the prayers are not heard.



Even in rehearsal, children should remember that the church is God's house.

One who loves the Lord will lift up his voice and sing joyfully of His salvation. He will listen to the petitions that ascend to the throne of grace and regard the words of the minister as the message from heaven. When asked to hold an office in the church, he will not seek for excuses, but will gladly do his best as unto the Lord. When others are given responsibility he will make their burdens as light as possible by cooperating with them and assisting them in every way possible.

"My brethren, are you cultivating devotion? Is love of religious things prominent? Are you living by faith, and overcoming the world? Do you attend the public worship of God? and are your voices heard in the prayer and social meeting? Is the family altar established? Do you gather your children together morning and evening, and present their cases to God? Do you instruct them how to become followers of the Lamb? Your families, if irreligious, testify to your neglect and unfaithfulness."—5T 423.

It is irreverent to come late to the house of God, to allow the mind to wander onto temporal things while the words of life are being spoken, to sleep in church, to read when one should be listening, to be indifferent, and to leave before the service is over.

Glorifying God in the Body

God lives in three kinds of temples: (1) the third heaven, where

His throne is; (2) the church, where He meets with His people; and (3) the human body, where He lives with the individual. "What? know ye not that your body is the temple of the Holy Ghost which is in you, which ye have of God, and ye are not your own? For ye are bought with a price: therefore glorify God in your body, and in your spirit, which are God's" (1 Cor. 6:19, 20).

True reverence calls for proper respect to be shown for all three of God's dwelling places. The body belongs to God; therefore one must make a difference in the way it is treated. It must be kept in health and in good working condition to the best of one's ability. It should be kept clean inside and out, properly nourished, and becomingly attired. For one to think of the human body as something common or cheap or to joke about certain organs and their functions is showing disrespect to God, for He made it. When one has the proper respect for the body, he is able to show true reverence for the other things of God. (See pamphlet No. 7, *Wholesome Attitudes*.)

Respecting the Bible

The Bible is God's word to us. The greatest respect that can be shown to God's Word is in the keeping of its precepts. Nevertheless, it is not a common book and therefore cannot be treated in a common way. Never should anything be placed on top of the Bible. To allow one's hat, gloves, or coat

to be laid carelessly across the Bible is out of place. Books written by men should never be stacked on top of the Word of God. It should have the honored place in our homes and in our hearts. Infants and small children should never be allowed to play with it and tear its sacred leaves. Far better keep the Bible out of baby's reach until he is old enough to comprehend, in a measure at least, its importance.

For more than one reason, dust should never be allowed to accumulate on its covers. An honored place should be given God's Word in the house and it should always be kept in that place, except when it is in use.

The child should consider the gift of a Bible as one of the choicest presents to receive. Each child should be given a copy of the Sacred Word as soon as he is old



Nothing should be placed on top of the Bible.

enough to read a little in it himself. To give him a personal copy before this time is not advisable. The receiving of this precious gift should be made a special occasion.

Although the best way to teach is from the positive side, yet with this world so full of sin it is necessary to point out to the child some of the errors to avoid. Never can the Bible be quoted as a joke, or its statements used in a humorous manner without sin. "A mind that is intent upon having the prize, upon securing heaven, will reject with firm, determined purpose every attempt at wit and jest concerning religious things."—MYP 267. The name of God or the attributes of God cannot be used in a careless or light manner without breaking the third commandment. To paraphrase hymns in a humorous or vulgar manner is sacrilege.

Paying Tithe

Everything belonging to God is sacred. From the very first the child must be taught to make a clear-cut difference between the things that are God's and the things that are man's. The tithe belongs to Him. Therefore it is not common money and cannot be used for common things. No one has a right to use it for a personal benefit. The tithe does not belong to him but to God. The time to train the child in the proper use of the tithe is the day he earns his first money. One tenth should be set aside for the Lord. Perhaps many parents have had a

similar sweet experience as one minister did in teaching his little girl her obligation to God in paying her tithe. He called her to him and said, "Myrtle, let's count your pennies." This done, she was directed to put nine of them in one pile and one in the other. She was too young to visualize just what it all meant, but with father's help the two piles were counted out. Myrtle looked at the two piles, the large one with nine pennies in it, and the very, very small one with only one in it. "What are we supposed to do with these now?" she asked.

"Give the little pile to Jesus and you keep the big pile for yourself," he answered.

"Oh, no," protested the little maiden, "I will give Jesus the big pile and I will keep the little one."

"No," answered her father, "Jesus wants you to keep the big pile for yourself. He will take the little one."

Myrtle looked at the two piles before her for a long time in thoughtful meditation. At last she said, "Well, Daddy, if Jesus just wants one penny, let's give Him the shiniest one."

Honoring God's Representatives

Although God cannot be seen by sinful man, He has sent His representatives to declare His will and reveal His character. To reject the message they bring is to reject God's message. To show disrespect to them is to show disrespect to

God, for they represent God. These special representatives are ministers, teachers, and parents.

It was God who ordained that His Word should be preached by the ministers. It is one of His ways of revealing His will to men. Children should be taught to respect ministers as God's spokesmen. In some homes the influence of the minister over the children is destroyed by careless or thoughtless

remarks made about the sermon—it was too long, too dry, too this, or too that. Woeful are the results that often follow the criticizing of the sermon. When adults feel no more compunction against criticizing a sermon than they would a political lecture, or feel at liberty to make slighting remarks about the minister's dress or his personal mannerisms, sin lies at the door. It is Satan's artful scheme to get our



If Jesus wants just one penny, let's give Him the shiniest one.

attention focused on something trifling instead of on the major things of heaven. If he can succeed in causing individuals to pay closer attention to the minister's grammar than to his message, Satan knows he has won the victory. Teach the child to respect the ordained minister as God's personal representative and to listen to his instruction. It may mean your child's salvation.

"Parents who indulge this criticizing spirit are not bringing before their children that which will make them wise unto salvation. Their words tend to unsettle the faith and confidence not only of the children, but of those older in years."—7T 183.

"Brethren and sisters are too ready to talk of the faults and errors that they think exist in others, and especially in those who have borne unflinchingly the messages of reproof and warning given them of God.

"The children of these complainers listen with open ears, and receive the poison of disaffection. Parents are thus blindly closing the avenues through which the hearts of the children might be reached."—4T 195.

Church school teachers too are special agents of God. To criticize one before the child is likely to destroy his confidence and his respect for that person. Thus one of God's methods of revealing His will to that child is broken down. "Many fathers and mothers err in failing

to second the efforts of the faithful teacher."—FE 64.

Parents are to stand in the place of God to their children. Disrespect can never be shown to a parent without displeasing God. No matter what age a child may be he is duty bound to show respect to his parents. The only commandment that has a promise in it is the one requiring honor shown to fathers and mothers.

True love in the heart never causes others to feel cramped or embarrassed in one's presence. The child should be taught that Christ's desire for each one of His children is to treat others in such a way that they will enjoy being in their presence. They will be made happier, they will be able to accomplish more and enjoy life better because Christian children have been with them. It is every Christian's privilege and duty to enrich the lives of those around him and add to their enjoyment and usefulness. Cripples, deformed people, those who are sad and depressed, need and appreciate special love and care. Elderly people are greatly cheered by the fact that some child notices and appreciates them. The Bible enjoins us to "rise up before the hoary head, and honour the face of the old man."

Respect for others and reverence for God is the fulfilling of the law. It enriches the life here on this earth and prepares one for fellowship with the angels in the courts above.

WHAT IS YOUR SCORE?

	Today	6 months later
1. I refrain from whispering or laughing while in the sanctuary.	-----	-----
2. I join in thought with the prayers that are uttered.	-----	-----
3. I listen to the sermon.	-----	-----
4. I speak the name of God with reverence.	-----	-----
5. I see that my child shows reverence for the church.	-----	-----
6. I appreciate the help others might give in seeing that my child maintains the proper church decorum.	-----	-----
7. I teach my child to respect and honor the minister.	-----	-----
8. I teach my child that the Christian teacher is God's representative.	-----	-----
9. I teach my child that in honoring his parents he is honoring God.	-----	-----
10. I teach my child to respect older people.	-----	-----
11. I respect the church building as God's house.	-----	-----
12. I refrain from chewing gum or eating in the sanctuary.	-----	-----
13. I do my part in keeping the church neat and clean.	-----	-----
14. I attend service whenever possible.	-----	-----
15. I am on time and I remain until the service is over.	-----	-----
16. I see that nothing is placed on top of the Bible.	-----	-----
17. I see that the Bible is out of reach of tiny fingers.	-----	-----
18. I refrain from joking about the Bible or smiling at sacrilegious remarks.	-----	-----
19. I borrow money from the bank rather than use the tithe.	-----	-----
20. My posture in the house of God is graceful and dignified.	-----	-----
Total Score	-----	-----

Score Key

0—Never
1—Seldom
2—Occasionally

3—Often
4—Usually
5—Always

CHARACTER BUILDING IN CHILDHOOD

Other pamphlets in this Christian Home Series C are—

1. Teaching Reverence
2. Sabbath Afternoon and Family Worship
3. When Children Go to Church
4. Making Obedience Fun
5. The Way He Should Go
6. When Children Disobey
7. Wholesome Attitudes
8. Explaining Life
9. Health and Happiness
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11. Truthfulness Can Be Attractive
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M. A. ROBERTS

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SABBATH AFTERNOON AND FAMILY WORSHIP

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WHAT IS WORSHIP?

Worship means to recognize God
to honor Him
to adore Him
to commune with Him

The worship period should be a pleasant occasion.

It should be at a regular time and place.

It should draw all closer to God.

It should have songs, stories, and prayer.

The lesson should be simple and easily understood by the children.

It should be interesting and inspiring.

It should be short.

The Sabbath day is the time for special worship.

It is a day when we meet with God.

It is a day when the family can be together.

It is a day when nature can be enjoyed.

It is a day for extra delights—singing, visiting, praying, reading.

No worldly business or secular pleasure should rob us of this holy time.

Our bodies, clothes, and homes are made ready before Sabbath begins.

WHY WE WORSHIP

God says to His children: (All quotations from *Child Guidance*.)

"In every family there should be a fixed time for morning and evening worship."—Page 520.

"Before leaving the house for labor, all the family should be called together; and the father, or the mother in the father's absence, should plead fervently with God to keep them through the day. . . . Ministering angels will guard children who are thus dedicated to God."—Page 519.

"Parents, let the instruction you

give your children be simple, and be sure that it is clearly understood."—Page 514.

"Set apart a little time each day for the study of the Sabbath school lesson with your children."—Page 511.

"In a pleasant, happy frame of mind place the truth as spoken by God before the children."—Page 510.

"In teaching children the Bible, we may gain much by observing the bent of their minds, the things in which they are interested, and arousing their interest to see what the Bible says about these things."—Page 512.

"It can be made intensely interesting and profitable to very small children."—Page 514.

"It should be the special object of the heads of the family to make the hour of worship intensely interesting."—Page 521.

"Children should be taught to respect and reverence the hour of prayer."—Page 519.

"Reverence should be shown also for the name of God. . . . Even in prayer its frequent or needless repetition should be avoided."—Page 538.

"By your own example teach your children to pray with clear, distinct voice. Teach them to lift their heads from the chair and never to cover their faces with their hands."—Page 522.

"As a part of religious service singing is as much an act of worship as is prayer."—Page 523.

"Let the seasons of family worship be short and spirited."—Page 521.

"On Friday the clothing of the children is to be looked after."—Page 528.

"The Sabbath is not to be given to the repairing of garments, to the cooking of food, to pleasure seeking, or to any other worldly employment."—Page 528.

"Before the setting of the sun, let all secular work be laid aside, and all secular papers be put out of sight."—Page 528.

"Parents, you need to remember the Sabbath day yourselves to keep it holy. And if you do this, you are giving the proper instruction to your children; they will reverence God's holy day."—Page 527.

"On Sabbath morning the family should be astir early. If they rise late, there is confusion and bustle in preparing for breakfast and Sabbath school. There is hurrying, jostling, and impatience. . . . The Sabbath, thus desecrated, becomes a weariness, and its coming is dreaded rather than loved."—Page 530.

"Fathers and mothers should make it a rule that their children attend public worship on the Sabbath, and should enforce the rule by their own example."—Page 530.

"They are not to enter the presence of God in the common clothing worn during the week. All should have a special Sabbath suit, to be worn when attending service in God's house."—Page 531.

"The Sabbath school and the meeting for worship occupy only a part of the Sabbath. The portion remaining to the family may be made the most sacred and precious season of all the Sabbath hours. Much of this time parents should spend with their children."—Page 532.

"Parents, above everything take care of your children upon the Sabbath."—Page 533.

"Take them out into the open air, under the noble trees, into the garden; and in all the wonderful works of creation teach them to see an expression of His love."—Page 534.

"In His own day He preserves for the family opportunity for communion with Him, with nature, and with one another."—Page 536.

"The Sabbath should be made so interesting to our families that its



Worship can be the most delightful time of the day.

weekly return will be hailed with joy."—Page 536.

HOW WE WORSHIP

Day by Day

The spirit of worship should be felt in the home at all times—

morning, noon, and night. It is nothing more than plain hypocrisy to go through the form of worship and then argue, slap, scold, and complain the rest of the day. Christ desires to LIVE in the home.

There should be a regular time and place for the morning and evening worship period. When each one knows when and where worship will be regularly held he can arrange his program to be there on



There should be plenty of worshipful music.

time. But when it is irregular, before breakfast today and after breakfast tomorrow, in the living room today and around the table tomorrow, there is bound to be confusion. The first ones there will have to wait for the ones who are coming. Our children should learn that everything pertaining to God and religion is done reverently and in order. Some families have the custom of gathering around the table in the morning and having their spiritual food first and then their physical. Others with small children find it better to have worship in the living room out of sight of the food. At night the evening worship should not be so late that the children are sleepy. Neither should it be too long. Tiny tots learn best when given small amounts. Father can spend a whole hour in secret prayer if he desires, but family worship should never be so long that the younger members become weary. Five to ten minutes as a rule is about right. The worship period should be planned so that it will always be hailed with delight by the children.

With Music

Family worship is for the family. Therefore, as soon as the child is old enough to comprehend, his interest should be taken into consideration. There should be plenty of worshipful music—instrumental and vocal. "It is one of the most effective means of impressing the

heart with spiritual truth."—Ed 168.

Each member of the family should have his share in selecting the songs. If only one hymn is used, one member could have his favorite today and someone else tomorrow. Neither the parents nor the children should do all the choosing. As a rule, hymns sung without the use of an instrument or use of a songbook are to be preferred. It is well for children to have a number of hymns and songs they can sing from memory. Not only are they more likely to think of what they are singing, but they can sing during the day while they are about their work or play.

Occasionally musical instruments may be used, such as at Friday and Sabbath sundown worship periods, and at other times when several songs are to be used. It is beautiful to see each member playing some instrument if he can play well enough. However, worship time is not a practice period. We should give our best to Jesus always.

By Studying His Word

The lesson study should be chosen and planned for the same as a meal is planned. One reason why some children form a distaste for worship is that nothing is arranged for their good or interest. A long, monotonous reading, even of the Bible, creates a dislike for the things of God. The person reading should give the proper expression, so that all will understand the

meaning and enjoy its passages. (See Neh. 8:8.) For the little child many big words will have to be omitted and words that he can comprehend substituted. This does no violence to the text, but makes the lesson understandable. It is true that certain parts of the Bible cannot be comprehended by the little children. Therefore we select portions that are within the range of their understanding. In the majority of homes one worship period is devoted to the Sabbath school lesson. This is an ideal practice, for it enables one to have a purposeful, systematic study of the Bible every day. Often this plan is far more fruitful than a random reading here and there with no purpose in mind. The other worship period can also follow some line of thought or some Bible story. "As an educator no part of the Bible is of greater value than are its biographies."—Ed 146.

The father is the priest of the household. He should lead out in the worship period, but in his absence the mother should take charge. This does not mean that the father or the mother should do all the reading. They may have worship in their charge, but they may ask the others to take their turn in reading. Occasionally, quoting texts around adds interest and is a good way to fix these precious promises in the memory.

Visualize as much of the Bible as possible. Use object lessons occasionally. One father decided to

read the book of Revelation to his children, ages eight to twelve. It took no little planning and gathering of pictures, but he enjoyed it and they were thrilled with the book. As he began reading the first chapter the father pictured John on a bare, lonely island. It was Sabbath, but there was no Sabbath school to attend, no church to go to, no Christian family to visit. All at once John heard a voice behind him that sounded as loud and as clear as a cornet. He turned to see and there stood Jesus. The children's attention was next directed to how Jesus looked and how He was dressed. By visualizing each part the children got a great

deal of meaning, but it took foresight on the part of the father. "The teaching of the Bible should have our freshest thought, our best methods, and our most earnest effort."—Ed 186.

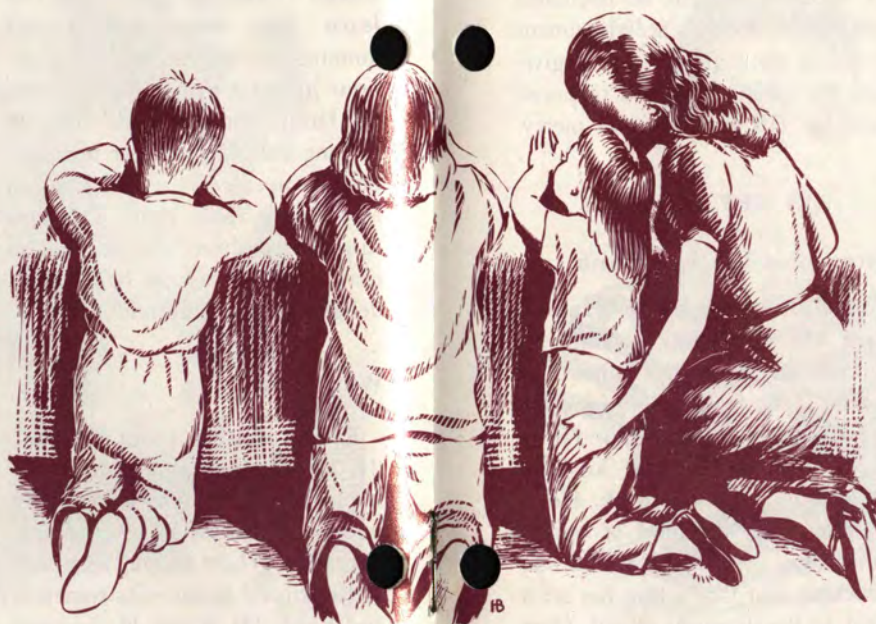
By Praying

If the family is not too large, each member should be given an opportunity to pray. This trains the children to be able to take part in public worship, and it is good for them to express their thanks before others. There are times when one prayer is sufficient, but it is better if each member of the family can pray at least once a day.

Parents should instruct their children in the proper decorum in prayer. They should kneel with both knees on the floor, close the eyes, fold both hands in front, bow the head while listening to others pray and raise the face heavenward when praying themselves. In addressing God the common forms of you and yours are not advisable. He is not our servant, neither is He an ordinary man. It is more reverential to use the polite forms of thee, thine, and thy in speaking to Jesus. Thus from the very first the child learns to make a difference between the common and the sacred, between the things of man and the things of God. It is also well to teach the child that when once the Father has been addressed it is not necessary to call His name again and again. To begin each sentence with "Dear Jesus" is using His name too frequently.

Knowing What to Pray For

If the disciples who were grown men had to be taught how to pray, certainly our children ought to be instructed. In listening to the prayers of some people we are led to believe that they do not know the purpose of prayer. Is prayer the same as confession? Apparently some persons make confession the main object of all their prayers. As necessary as this part of prayer may be, it is not the main objective. No one will be saved who does nothing more than confess his sins,



We should lift our faces heavenward when we pray.

any more than will a gardener raise fruits and vegetables who does nothing more than keep the weeds out of his garden.

Is prayer giving orders to God? Some prayers seem to be commands telling God what He is to do for us for the day. This is presumption. The attitude of our prayers should be, "Lord, what wilt Thou have me to do?" Our children should be taught to ask for those things that God has promised. We have a right to pray for these and to expect them to be fulfilled. He has promised to keep him in perfect peace whose mind is stayed on God. Our children can come boldly to the throne of grace, asking that this be fulfilled in time of danger. They can pray for the angels of the Lord to encamp round about them in time of trouble. They can pray for courage to resist temptation, for wisdom in learning their lessons, for health and strength.

Is it enough to learn a beautiful prayer and repeat it without meaning it? Is God interested in memorized petitions? The Bible tells us not to use vain repetitions as the heathen do.

What then is prayer, and what is it for? Prayer is communion with God, the opening of the heart to God as to a friend. The little child should be taught that God is just as much interested in him as his parents are. And just as Daddy is happy when his children are happy, so God is pleased when His chil-

dren are glad. Why not tell Jesus how delighted you are over the little new kitten, or the delicious strawberries you had for dinner, or the beautiful rose that has just blossomed. Jesus is just as sorry as Daddy when we bump our nose or skin our knee. Tell Him about these too. And Jesus is so very, very sorry when we have been naughty. Let's tell Him when we have disobeyed Mother and that we are sorry and will never, never do it again. In this manner the child begins to realize that Jesus is his personal friend, that He is interested in him, and ready to listen to his pleas at any time. As the child grows older he continues to commune with God as a friend, to ask for strength to overcome temptation, to seek enlightenment to know the right, to ask forgiveness for specific sins, and to praise God for His goodness and mercy.

ON THE SABBATH

Preparation for the Sabbath

Sabbath is a high day. True we have the spirit of worship all through the week, but Sabbath is special. It is family day; it is the Lord's day. "Often the father hardly sees the faces of his children throughout the week. He is almost wholly deprived of opportunity for companionship or instruction. But God's love has set a limit to the demands of toil. Over the Sabbath He places His merci-

ful hand. In His own day He preserves for the family opportunity for communion with Him, with nature, and with one another."—Ed 251.

In order to enjoy the Sabbath fully, we must make certain preparations. Earlier in the week the washing, the ironing, and the mending have been cared for, but as the holy hours of the Sabbath draw near, special preparations should be

made by each member of the family. Mother sees that the food is ready, Father sees that the car is clean and has plenty of gas, big sister sees that the house is in order, that all secular magazines and the newspapers are put out of sight, baby's common toys are put away and his Sabbath ones brought out, big brother sees that the lawn is mowed and all paper and trash picked up around the place.



Friday afternoon each one should see that his Sabbath clothes are ready.

Each member who is old enough selects the clothes he is to wear on the Sabbath and sees that they are in order and in the right place. If one waits until Sabbath morning to decide what to wear, he may run into all kinds of complications—this garment needs pressing, that one needs a button, the shoes need polishing. We are to remember the Sabbath day to keep it holy.

Welcoming the Sabbath

With all the preparations made, we can gather around the family altar at the going down of the sun to welcome the sacred hours of the Sabbath. In many a Christian home this is the most cherished time of the week. Father, Mother, and the children gather around the instrument and sing songs of praise and thanksgiving to their Lord and Saviour. After reading a portion of the Scriptures or quoting favorite texts, each one can offer a prayer to Jesus. In some homes each one recalls the blessings of the week and expresses his thanks to God.

Sabbath Morning

We go to Sabbath school and church. For some people the Sabbath is ruined because they stay in bed so late they must rush and scold and fret to get to Sabbath school on time. The well-organized family allows ample time for breakfast, worship, dressing, and getting to church. Each one is in a frame of mind to enjoy the services and

to receive a rich blessing in the house of God.

The Sabbath is the Lord's day; therefore a difference is made in the daily routine. The family that ordinarily eats in the kitchen moves to the dining room for the Sabbath dinner. Or if the same table is used, there is always a clean, fresh tablecloth. Common knives and forks are replaced by the "good" silverware. A bouquet of flowers adds delight to the scenery.

Sabbath Afternoon

What a delight it is! If the weather will permit, we can take a walk into the field of nature and there read God's first book. If we live in the country, we can go to the woods; if we live in the city, we can go to the park. Here are the cunning little squirrels that always delight us. Here we can come week after week to see them at their work and play and become real friends to them. It is a joy to the youngsters to take the squirrels some nuts and some bread and watch them eat. The birds, too, bring happiness to us by filling the air with sweet music. How interesting to watch them build their nests in the spring and rear their young. Week after week we can watch their progress and learn the lessons God has to teach us. Even in winter there are many lessons that charm us. God is so good to give us the beautiful birds to cheer our hearts and the babbling brook

to soothe our tired nerves, and to paint the heavens with the splendid sunsets. Where is the boy or girl that is not enraptured with the glorious clouds God forms in the sky? Ever new, ever beautiful, they direct our thoughts to heaven above.

But cold, stormy days will come. What can we do with the children then? True, baby can have his Sabbath toys, toys he does not see dur-

ing the week. In this way he is learning to make a difference between the common workdays and the sacred, holy day. The older child also has certain Sabbath objects he may use at this time. These will soon be replaced with wholesome books to read as soon as he is ready for them. This is a grand time for Daddy to tell some of those stories he didn't have time to tell during the week. Sabbath after-



Baby should have special toys for Sabbath.

noon is also the time to enjoy some good singing. At worship time we can sing only one song, but now we have time for more. Isn't God good to give us this day? And too, this is the time to make a scrapbook for that little crippled girl in the hospital. Maybe next Sabbath we can go to see her and take our scrapbook to her. She will like these Memory Verse Cards just as much as you do. Maybe the next Sabbath that it rains we can make some spatterwork from the leaves and ferns we have collected. The little boy who had polio will be happy indeed to get it. We can explain to him where we got all the different flowers and leaves, and thus help to brighten his life a bit.

"In pleasant weather let parents walk with their children in the fields and groves. Amid the beautiful things of nature tell them the reason for the institution of the Sabbath. Describe to them God's great work of creation. Tell them that when the earth came from His hand, it was holy and beautiful. Every flower, every shrub, every tree, answered the purpose of its creator. Everything upon which the eye rested was lovely and filled the mind with thoughts of the love of God. Every sound was music in harmony with the voice of God. Show that it was sin which marred God's perfect work; that thorns and thistles, sorrow and pain and death, are all the result of disobedience to God. Bid them see how the

earth, though marred with the curse of sin, still reveals God's goodness. The green fields, the lofty trees, the glad sunshine, the clouds, the dew, the solemn stillness of the night, the glory of the starry heavens, and the moon in its beauty all bear witness of the Creator. Not a drop of rain falls, not a ray of light is shed on our unthankful world, but it testifies to the forbearance and love of God. . . .

"From time to time read with them the interesting stories in Bible history. Question as to what they have learned in the Sabbath school, and study with them the next Sabbath's lesson."—6T 358, 359.

The junior boys and girls will like to get together in little groups and go to sing for Grandma Jones. And will she enjoy it too! Maybe one will tell her what the Sabbath school lesson was about. Sister might play her saxophone and brother his accordion. My, will there be enough time to do everything we would like to do Sabbath afternoon? "As the sun goes down, let the voice of prayer and the hymn of praise mark the close of the sacred hours and invite God's presence through the cares of the week of labor. Thus parents can make the Sabbath, as it should be, the most joyful day of the week. They can lead their children to regard it as a delight, the day of days, the holy of the Lord, honorable."—6T 359.

WHAT IS YOUR SCORE?

	1st score	2d score 6 months later
1. We have family worship morning and evening.		
2. We have a regular time for worship.		
3. Singing is a part of our worship.		
4. Each member of the family has a turn in selecting a song to sing.		
5. The Scripture lesson is on the child's level.		
6. The lesson is told or read in an interesting manner.		
7. The worship period is short (5 to 10 minutes).		
8. Reverence is maintained by all.		
9. At prayer all kneel reverently and listen.		
10. Worship is a pleasant, happy occasion.		
11. Sabbath clothes are selected and inspected on Friday.		
12. Secular papers and common toys are put out of sight before Sabbath.		
13. At the going down of the sun on Friday the family gathers to welcome the Sabbath.		
14. The family arises early enough Sabbath morning to avoid hurry and confusion.		
15. Except for illness all attend Sabbath school and church.		
16. Sabbath dinner is served "company style."		
17. The children are not neglected Sabbath afternoon.		
18. We have a delightful time with nature when weather permits.		
19. We review the sermon and see how much we can remember.		
20. As a family we enjoy Sabbath afternoon with music, stories, and missionary activities.		
Total Score		

Score Key

0—Never	3—Often
1—Seldom	4—Usually
2—Occasionally	5—Always

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8. Explaining Life
9. Health and Happiness
10. Teaching Honesty
11. Truthfulness Can Be Attractive
12. Work and Play

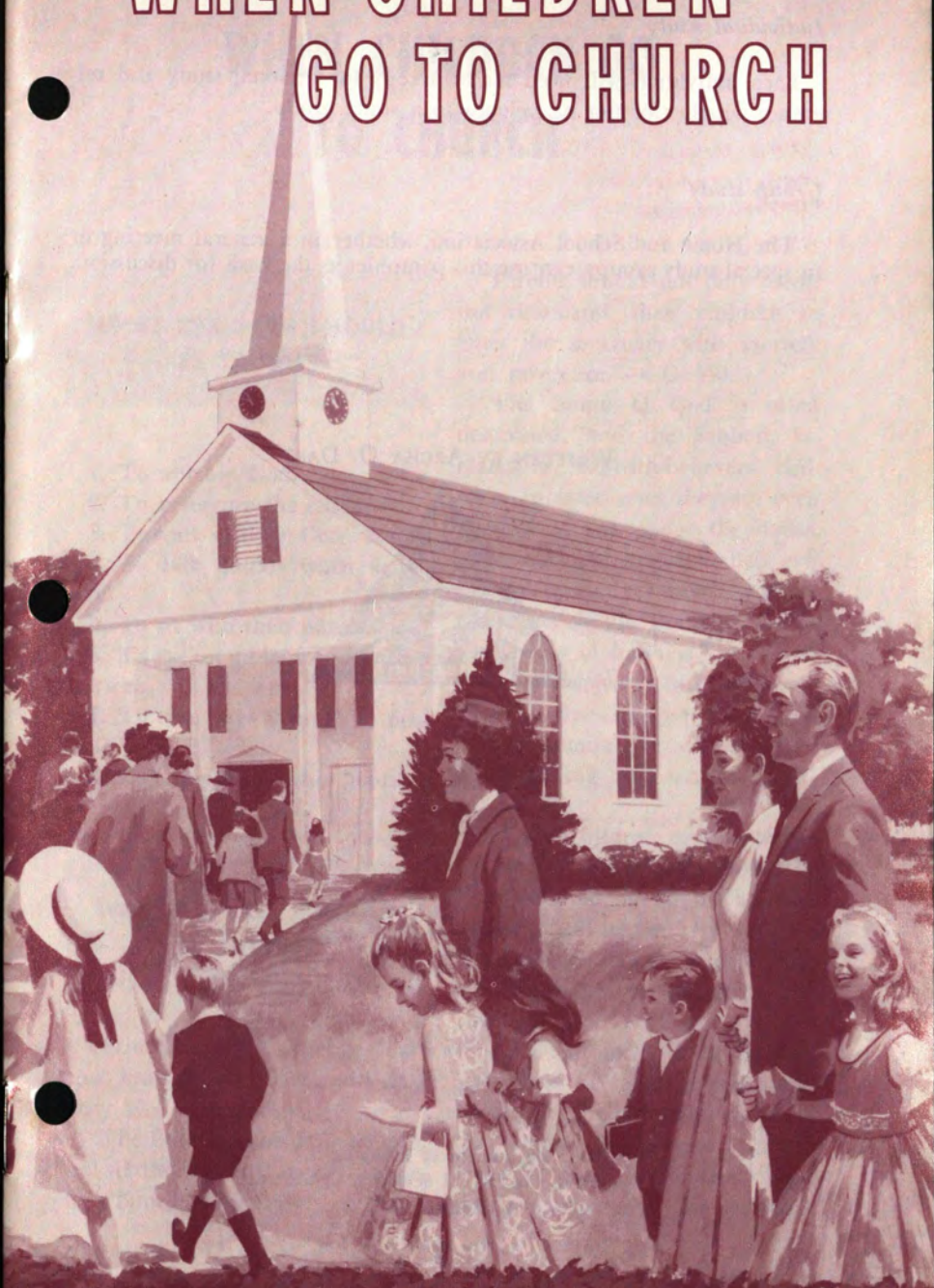


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WRITTEN BY ARCH A. O. DART



ILLUSTRATIONS BY HARRY BAERG

PRINTED IN U.S.A.

Department of Education
General Conference of Seventh-day Adventists
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003930-3

WHEN CHILDREN GO TO CHURCH

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WHAT CHILDREN SHOULD BE TAUGHT

1. To worship God.
2. To reverence the church.
3. To walk softly in God's house.
4. To talk quietly when necessary.
5. To sit with their parents.
6. To expect a blessing from the service.
7. To take part as much as possible.
8. To enjoy the worship hour.

WHY CHILDREN SHOULD BE TAUGHT

(Principles never change. Parents must know God's will and obey His commands.)

"The Lord is in his holy temple: let all the earth keep silence before him" (Hab. 2:20).

"Parents should not only teach, but command, their children to enter the sanctuary with sobriety and reverence."—CG 540.

"The house of God is often desecrated, and the Sabbath violated by Sabbath-believers' children. In some cases they are even allowed to run about the house, play, talk, and manifest their evil tempers in the very meetings where the saints should worship God in the beauty of holiness."—CG 540.

"Do not have so little reverence for the house and worship of God as to communicate with one another during the sermon."—CG 542.

"If the children cannot be restrained, . . . the child should be removed from the church at once. . . . God is dishonored by the loose way in which parents manage their children while at church."—CG 544.

"I am alarmed as I see children and youth of religious parents so heedless of the order and propriety that should be observed in the house of God. While God's servants are presenting the words of

life to the people, some will be reading, others whispering and laughing. Their eyes are sinning by diverting the attention of those around them."—MYP 265.

"In listening to the sermon, let parents and children note the text and the scriptures quoted, and as much as possible of the line of thought, to repeat to one another at home. This will go far toward relieving the weariness with which children so often listen to a sermon, and it will cultivate in all a habit of attention and of connected thought."—Ed 252.

"Ministers are engaged in a sacred, solemn work, but upon those who hear rests just as sacred a responsibility. They are to hear with a determination to follow the instruction that all must practice to gain eternal life."—CG 531.

"Keep thy foot when thou goest to the house of God."

"The prosperity, harmony, and order of the church depended upon the good order and thorough discipline of families. God punishes the unfaithfulness of parents, to whom He has entrusted the duty of maintaining the principles of parental government, which lie at the foundation of church discipline and the prosperity of the nation. One undisciplined child has frequently marred the peace and harmony of a church."—3T 294.

"But those who have lost the control of their children are not pleased when others seek to con-

trol them or to point out their defects for the purpose of correcting them."—4T 193.

HOW CHILDREN SHOULD BE TAUGHT

(Methods must be adapted to suit the individual child and his needs. Each parent should use the methods that will help the child the most. Here are some suggestions.)

The Infant

Ideal churches provide a mothers' room for all mothers of infants and small children up to three or four years of age. This room has movable chairs and equipment and a picture window that enables the mothers to see as well as to hear the services while they are caring for their children.

Even churches that have already been built can provide a room for the mothers. With little expense a section of the main auditorium can be used that will not curtail the floor space, but will isolate this part where the mothers can take their children and still receive the blessing they need for their good and the good of the children they are training.

Until such a room is provided the head deaconess should consider it a part of her duties to help make the worship hour all that it should

be to the mothers as well as to the rest of the congregation. She might arrange for the mothers to take turns in caring for the little ones in a special room during the church services.

In churches where nothing is provided the mother should sit near an exit where the least disturbance will enable her to make a hasty retreat.

Babies and children should not

be allowed to disturb divine services at any time. It is irreverent for a mother to remain in the church while her child is crying or fretting. Occasionally a parent is found who has the misconception that keeping a child right in the house of God no matter how much he may be disturbing is teaching him proper church decorum. It is hard for an intelligent mind to understand such reasoning. If the child



Crying children should be removed at once.

is too young to comprehend what it means to be quiet, he should be taken out the moment he begins to fret. It is discourteous to the minister, inconsiderate of the audience, and disrespectful to God to allow a child to attract attention either by his cuteness or his misbehavior. Take crying children out immediately.

One- to Three-Year-Olds

As a general thing an infant under one year of age causes very little disturbance in church. He is put over in his bassinet, given a little pat, and is soon fast asleep. But it is entirely a different story with the one- to three-year-olds. However, the child can and should be taught proper church conduct



Small children should have special church toys to interest them.

very early in life. Never should children show disrespect for the house of God by running in that holy place. Whether the child is taken to the mothers' room or is in the main auditorium he should learn that he is in the house of God and that he must treat it with reverence. Being in the mothers' room does not for a moment give him license to show disrespect to the church.

On the other hand, to force a child to sit perfectly still with nothing to do for sixty minutes or longer each week is teaching him to hate church. If we adults had to sit still for an hour where the service was spoken in a language unknown to us, we, too, would dread the repeated events. If children are taken to Sabbath school and church in the morning and to another service in the afternoon, they are likely to hate church and dread the Sabbath. Thoughtful parents, including ministers' wives, limit the number of services a child attends, and refuse to punish him by forcing him to attend institutes, conventions, and all-day rallies.

We want our children to love to go to church, to look forward to it as a privilege, to enjoy the Sabbath service. Therefore we endeavor to teach them to like church by providing something of interest to them. Mother could have a little bag all packed and ready for Sabbath that contains various things to interest a little tot during the church service. Of course, no two

bags will have the same items, but some might have a magic slate, a rubber doll, a woolly lamb, molding clay with paper towels to protect the church pews, colored sticks to represent people, picture books, paper, and pencils. No bag should have anything in it that will make a noise if dropped, or that will roll, or that will litter the floor. Noiseless toys, color books, and special objects used only for church service will help the child to look forward to these occasions and at the same time teach him that he is not to disturb the hour of worship.

Parents will gain much if they plan the church service for their small children. Before church service begins one parent could go to the Sabbath school room and get the child at the close of Sabbath school, take him to the toilet, give him his drink, and then take him for a little walk around the block. These three items are essential if good behavior is expected.

The two- or three-year-old is usually fairly interested in the opening exercises of the service, at least enough to pay some attention to them. He might enjoy "taking part" by holding a songbook while the congregation is singing. But when the sermon begins it is time for the little bag to be opened. If, after all these preventive measures have been taken, the child refuses all objects offered him, is cross and fretful, and will not quiet down in spite of mother's whispered remind-

ers to be good, he should be taken out. Finally, mother should examine him to see whether he has fever or shows other signs of illness. If he is well, he should be switched and taken back to his seat. It will not take many such experiences to teach him that he is to be reverent in the house of God. On the other hand, if the child learns that by fretting and crying in church he can entice his mother to take him outside and walk with him during service, he will certainly keep her walking Sabbath after Sabbath. But if he learns that acting naughty brings a punishment of some kind he will soon learn proper decorum. A child who is taught to obey at home is not likely to cause much disturbance in church. "The home is a school where all may learn how they are to act in the church." —CG 549.

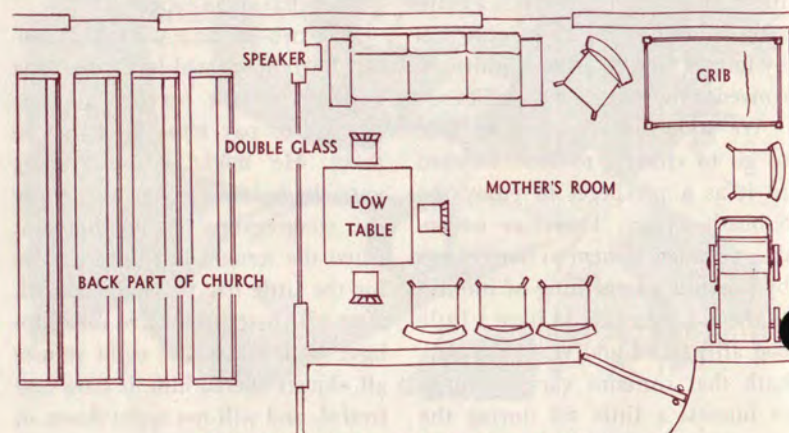
Some parents have found that for minor misbehavior in church the practice of denying the child

his Sabbath dessert works like a charm. When Father and Mother comment on how good the dessert is and how sorry they are that little Edith was naughty in church so that she cannot have her dessert, she is going to think several times before misbehaving again. Hereafter just a word from Mother about missing dessert is enough to bring about a reformation right then and there.

Four Years and Up

Of course, children differ greatly in their growth and development, but as a rule we think that by the time a child has reached his fourth birthday he should be ready to sit in the main church auditorium and begin to enjoy the preaching service.

There is only one place for children to sit in church and that is with their parents. The best children will find it hard to be good



The mothers' room should have movable furniture.

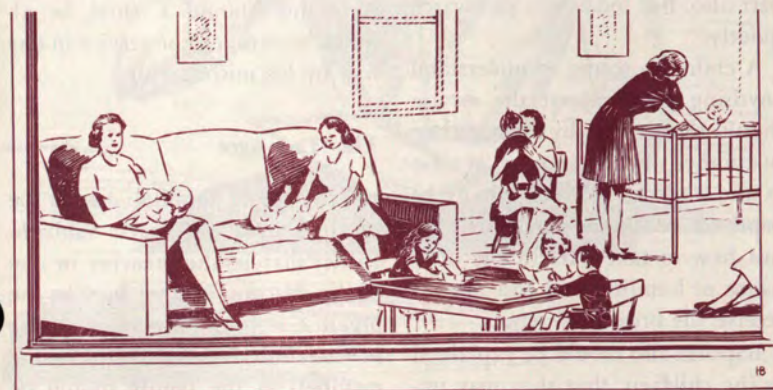
away from them, and the worst ones will find it much easier to do the right thing when they are between Father and Mother. Proper church decorum calls for the family to sit together.

We go to church to hear the message; it is God's appointed way of communicating with His people. Our children should be taught this and how to enjoy the sermon and how to listen to it. The child's education in listening begins by his being asked to make a mark every time the minister uses the word "God" or "Jesus" or some other key word. In this manner he begins to learn the art of listening. If the minister tells stories, and we certainly hope that he does, question the child at home to see how much of them he can remember. As he grows older he can take down the texts and make notes and discuss these at home with his parents. Thus he will derive much benefit from the sermon and will enjoy it

too. Perhaps some adults could profit by these methods also.

"Each hearer should strive to understand each presentation of Bible truth as God's message to him, to be received by faith, and put into practice in the daily life. Parents should explain to their children the words spoken from the pulpit, that they also may understand, and have that knowledge which, if put into practice, brings abundant grace and peace."—CG 531.

Many five-minute lessons during the week are worth more than one long sermon Sabbath morning. The child that is accustomed to having morning and evening worship in the home learns reverence so much quicker than the one that is deprived of the family altar service. A small child cannot concentrate very long on any one thing. The short worship periods give him the idea in small enough portions for him to comprehend, whereas the



Mothers should be able to see the minister as well as hear him.

"endless" church service is too much for him to understand.

Special Services

It would be well if parents would explain to their young children something about the meaning and the sacredness of the communion service before they leave their homes to partake of the ordinances. Instruct them to sit quietly while the service is going on. If they have any questions, they can ask them *after* the meeting is over. A mother might say something like this, "Martha, we are to have a special service at church today. It is called Communion. Jesus told us to have this service to keep in mind that He gave His life for us and that He is coming to take us home with Him soon, where He will eat the Lord's Supper with us. Just those who are old enough to be members of the church take part in this service. As soon as you are old enough to join the church then you will take part also. But today you just watch quietly."

A child too young to understand anything at all about the service should be cared for by someone else in another room. Of course, as soon as the child is old enough to be baptized he should be instructed just how to take part in the ordinance of humility and just how to receive the bread and wine.

Baptism also should be explained to the children, that they may understand something about the sa-

credness of this ordinance. One little three-year-old apparently was caught wholly unprepared for this solemn occasion. At the sight of two men going down into the pool of water, he clapped his hands and laughed hilariously. How much better it would have been had his mother instructed him before the meeting, something like this: "Edward, at church today some people are going to be baptized. They will go down into the water and the minister will baptize them to show that Jesus has washed away their sins. You watch, and if you have any questions when we get home, Mother will be glad to answer them."

During this sacred ordinance, children should be with their parents whether the service is conducted in the church or out of doors by a running stream. They should never be allowed to crowd around the pool or to vie with one another for the best position near the edge of the lake. Under no circumstance should a child be allowed to cheapen the service in any way by his misbehavior.

The Teen-ager

True, some families cannot be together as a unit each Sabbath. Father may be the preacher or one of the deacons, Mother may be the organist, or Junior himself may sing in the choir, but all the available members of the family should be together to worship God in the

beauty of holiness. For Father to sit on one side of the church, Mother on the other, and the children scattered about indicates disharmony in the home.

The teen-ager is old enough to know when he is not receiving all the benefits he has a right to expect. When this occurs he loses interest. If every time he attended a picnic, he got nothing but leftovers or a few crumbs he would de-

cide that picnics were not for him. So it is with church; when he gets little or nothing out of the service he loses his desire to attend. Although wise enough to know that something is wrong he is seldom experienced enough to be able to analyze the cause of the trouble himself. With the mistaken idea that a teen-ager who sits with his parents may be considered as still a child, he looks for a seat else-



Taking notes makes the sermon interesting to older children.

where. But being very self-conscious as well as lonely he hesitates to go in search of a seat by himself. He seeks out one or more teen-agers and they together slide into the nearest empty pew or retreat to a far corner of the room. This situation invites temptations that few have the power to resist. They whisper, laugh, and notice anything and everything of a trivial nature; but receive nothing from the sermon. They are intelligent enough to know that they have been cheated out of something, and naturally they resent the fact. All they got out of the service was the disappointing looks from some of the adults near them. They soon feel that they are not wanted and begin groping for excuses to remain away from church.

But the picture is entirely different when the teen-ager feels that he belongs, is wanted, and is welcomed. The little child sits with his parents to receive help and guidance from them; the teen-ager sits with his parents to give honor and dignity to the family. The teen-ager adds to the family standing as no other person can; his parents need him. In this unique situation he is in a position to receive the full benefit of the service. With his alert mind he can worship on an adult level and follow the high points of the sermon step by step. This enables him to discuss the thoughts presented with mature people Sabbath afternoon, or to incorporate his notes into a talk of his

own that he himself will give someday. The teen-ager who sits with his parents and receives the same blessings as other adults will enjoy the church service.

The Junior Service

At camp meetings, rallies, conventions, and other large gatherings a separate service is often conducted for the juniors. These meetings are usually planned in advance and are especially adapted to the interest and understanding of the children. They should prove to be a real inspiration and blessing to all who attend. However, some children away from their parents and with a group of others their own age appear to forget that it is still Sabbath and that reverence is to be maintained wherever and whenever we meet with God.

Parents would do well to remind their children just before they go to their separate service that the angels will be there to record their actions in the heavenly books. God's presence hallows any place at any time. Although they may not be meeting in the main auditorium of the church, they should remember that God is present at this service also. The fact that others may misbehave does not make it right. Neither is one justified in being rude or irreverent because one does not like the program or is not interested in the way the sermon is being given. Juniors should not get the idea that these separate services are special enter-

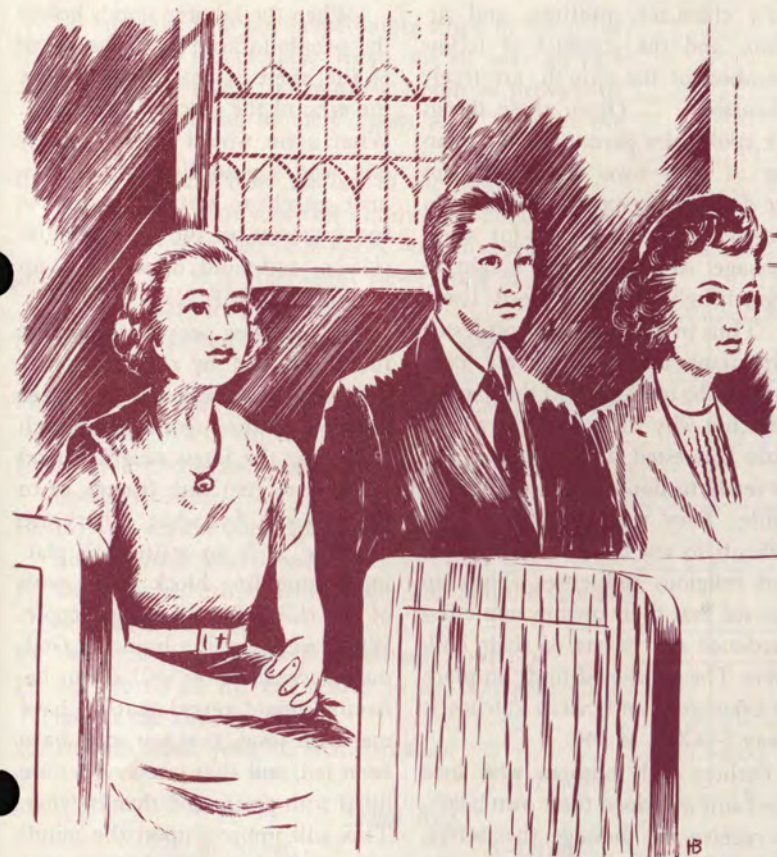
tainments to amuse the onlookers. The junior meeting is the church service for them, and should be so considered.

Experience has proved that these separate services for the children are good for special occasions, but they should not become regular affairs. Children and teen-agers should form the habit of attending the regular church service with their parents every Sabbath. The

main church service of the week is for the entire family, including the children. To all ministers the Lord plainly states, "In every sermon let a little corner be left for their [the children's] benefit."—CG 552.

Retaining the Blessing

The good seed is sown during the church service. Whether this



A teen-ager brings honor and dignity to his family when he sits with his parents.

seed will spring up and bear a rich harvest for God depends upon the way it is received.

"Many who listen to the preaching of the word of God make it the subject of criticism at home. They sit in judgment on the sermon as they would on the words of a lecturer or a political speaker. The message that should be regarded as the word of the Lord to them is dwelt upon with trifling or sarcastic comment. The minister's character, motives, and actions, and the conduct of fellow members of the church, are freely discussed. . . . Often these things are spoken by parents in the hearing of their own children. Thus are destroyed respect for God's messengers, and reverence for their message. And many are taught to regard lightly God's word itself.

"Thus in the homes of professed Christians many youth are educated to be infidels. And the parents question why their children are so little interested in the gospel, and so ready to doubt the truth of the Bible. They wonder that it is so difficult to reach them with moral and religious influences. They do not see that their own example has hardened the hearts of their children. The good seed finds no place to take root, and Satan catches it away."—COL 45, 46.

Fathers and mothers who love the Lord will open their own hearts to receive the message themselves, and will do all in their power to see that the good seeds will take

root in the lives of their children.

"Parents should explain to their children the words spoken from the pulpit, that they also may understand and have that knowledge which if put into practice brings abundant grace and peace."—CG 531.

Children should be taught that God speaks to us through various ways—through nature, through the Bible, and through the voice of the preacher.

"When the laborer stands before the people to hold forth the words of life, there is heard in his voice the echo of the voice of Christ. . . . What a sin would rest upon any one who should listen to such a man merely to criticize, to notice bad grammar, or incorrect pronunciation, and hold these errors up to ridicule."—FE 242.

Some careless people would give the impression by their conversation after the service that the main purpose in their going to church is to hear the latest neighborhood news, or to visit with friends, or to be annoyed by what others are wearing. Such an attitude is placing a stumbling block in the path of the children and young people. When we leave the house of God, our conversation as well as our behavior should reveal that we have met with Jesus, that our souls have been fed, and that our tongues are filled with praise and thanksgiving. This will impress upon the minds of the children the thought that we go to church to worship God.

WHAT IS YOUR SCORE?

- | | Today | 6 months later |
|---|-------|----------------|
| 1. Do you care for all the child's physical needs before he enters the church auditorium? | | |
| 2. Do you take him for a short walk between Sabbath school and the church service? | | |
| 3. Do you pause at the door of the sanctuary and remind him that God is in His holy temple and that we are to be quiet? | | |
| 4. Do you limit the number of services he is to attend? | | |
| 5. Do you see that your child always sits with you? | | |
| 6. Do you always provide him with some suitable toy or object? | | |
| 7. Do you take him out immediately when he disturbs? | | |
| 8. Do you use the mothers' room (or sit near an exit in churches where no mothers' room is provided)? | | |
| 9. Do you treat the mothers' room as a "part of the church"? | | |
| 10. Do you refrain from visiting in the sanctuary? | | |
| 11. Do you insist that your child limit his communication to actual needs and then speak only in a whisper? | | |
| 12. Do you see that your child never runs or plays in the sanctuary at any time? | | |
| 13. Do you "prepare" your child for special services beforehand? | | |
| 14. Do you see that your child does not chew gum or eat anything in the sanctuary? | | |
| 15. Do you encourage your older child to "take notes" on the sermon? | | |
| 16. Do you review the high points of the sermon with him Sabbath afternoon? | | |
| 17. Do you avoid criticism of the minister and the sermon as you do the plague? | | |
| 18. Does your Sabbath dress encourage reverence? | | |
| 19. Do you do all in your power to see that your child enjoys the church service? | | |
| 20. Do you teach your child to worship? | | |

Total Score

Score Key

- | | |
|----------------|-----------|
| 0—Never | 3—Often |
| 1—Seldom | 4—Usually |
| 2—Occasionally | 5—Always |

CHARACTER BUILDING IN CHILDHOOD

Other pamphlets in this Christian Home Series C are—

1. Teaching Reverence
2. Sabbath Afternoon and Family Worship
3. When Children Go to Church
4. Making Obedience Fun
5. The Way He Should Go
6. When Children Disobey
7. Wholesome Attitudes
8. Explaining Life
9. Health and Happiness
10. Teaching Honesty
11. Truthfulness Can Be Attractive
12. Work and Play



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003930-4

MAKING OBEDIENCE FUN



CHRISTIAN HOME SERIES C.NO. 4
A. DEVANEY

This pamphlet can be used for individual study or for group discussion.

Individual study

Each individual will need his own copy for personal study and reference whether or not he belongs to a study group.

Group study

The Home and School Association, whether in a general meeting or in special study groups, can use this pamphlet as the basis for discussion.

WRITTEN BY ARCH A. O. DART



ILLUSTRATIONS BY HARRY BAERG

PRINTED IN U.S.A.

Department of Education
General Conference of Seventh-day Adventists
Washington, D.C.

003930-4

MAKING OBEDIENCE FUN

ADVENTIST
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HOW?

1. By making obedience easy.
2. By making all requests definite.
3. By making obedience pleasant.
4. By making disobedience unpleasant.
5. By making obedience purposeful.
6. By making obedience a habit.

WHAT IS THE PURPOSE OF OBEDIENCE?

1. To develop self-control.
2. To strengthen the will.
3. To have liberty.
4. To obtain happiness.
5. To be sure of success.

WHY SHOULD ONE OBEY?

"Obedience to their parents in the Lord is the all-important les-

son for children to learn."—CG 224.

"Everything is under fixed laws, which cannot be disregarded."—PP 52.

"The harmony of creation depends upon the perfect conformity of all beings, of everything, animate and inanimate, to the law of the Creator."—PP 52.

"All true obedience comes from the heart. It was heart work with Christ. And if we consent, He will so identify Himself with our thoughts and aims, so blend our hearts and minds into conformity to His will, that when obeying Him we shall be but carrying out our own impulses."—DA 668.

HOW CAN OBEDIENCE BE FUN?

"Children will respond with willing obedience to the rule of love."—CPT 114.

"You should gratify their little wants whenever you can reasonably do so."—AV 198.

"There should always be a fixed principle with Christian parents to be united in the government of their children."—1T 156.

"You provoke them to wrath, and often discourage them. You do not give them love and affection. Love begets love, affection begets affection."—2T 95.

"Children cannot be brought to the Lord by force. They can be led, but not driven."—CPT 114.

"There should be no loud-voiced commands, no unkind, exasperating words, no harsh, severe, or gloomy expressions."—CPT 116.

"Tell your children exactly what you require of them. Then let them understand that your word is law and must be obeyed."—CG 225.

HOW IS OBEDIENCE MADE EASY?

(NOTE.—The ideal time to start laying the foundation for obedience is the day the baby is born. "Too much importance cannot be placed on the early training of children."—CG 193.

(But what about the children who have had no early training? What can we do for them? Begin today, and continue until the victory is won. The older the child, the longer it will take; but the

harder the task, the more diligently we should work.)

By Expecting Obedience

Usually children do what we expect them to do. Confidence begets confidence. The calm, assuring look and manner of the parent who takes for granted that his child will obey makes it easy for the child to comply with the request. But the uncertainty of the parent who is fearful that his child will not obey makes it "necessary" for the child to argue the question, to resist the command, and even to rebel against compulsion. Every normal child wants to please his parents. He likes to obey the parent who expects obedience. How many times we hear the little toddler ask, "Do it des way?" Make it easy for your child to obey by expecting cooperation.

By Making Few Requests

Well would it be for us parents to pause occasionally and take an inventory of the number of requests and the kind of requirements we make of our children during a given period. No doubt most of us would be greatly surprised to see how many times a day we ask the child to do something, and equally surprised by what we have asked him to do. A few well-considered requests have more teaching value than a continuous bombardment of do's and don'ts. If from morning till night a child is told not to touch

the curtains, not to touch the fern, to leave the geranium alone, not to bother the goldfish, to go away from the telephone, to put Mother's watch down, not to touch Father's fountain pen, to come away from the typewriter, to put cousin Edna's powder puff back where it belongs, he is likely to be confused, and has received little that is of educational value. Too many assignments can't be remembered,

and are therefore forgotten. Nothing is gained and much is lost.

By Considering the Age of the Child

Inasmuch as obedience is doing the right thing in the right way at the right time, and since the newborn is entirely helpless, the responsibility for laying the foundation to obedience is entirely in the hands of the parents. Their doing the right thing for him



The day the child is born we begin laying the foundation for obedience.

makes it easier for him to establish the habit of doing the right thing himself when he is old enough.

The attention span of a toddler is very short; therefore our requests should concern the immediate present only. Simple, definite statements are necessary for beginners. "Bring Mother the paper"; "Let sister comb your hair"; "Open the door for Daddy." Mother may

grow weary repeating the words, "Wash your hands and face before you eat," three time a day, seven days a week, but she is thereby helping the child to build character. By and by she will no longer need to remind him, for the habit of cleanliness will have been so well established in him that it will be a blessing to him for the rest of his life.

The growing child can handle



Children who learn to obey implicitly are saved from many a sad experience.

more and more complex requirements. "When you get out of school this afternoon, go by your Aunt Mary's and pick up the pattern she promised me." "Mother wants you to see that the flowers in the sun parlor are watered twice a week." "Friday afternoon see that your clothes are ready for the Sabbath." The older child cooperates with his parents in deciding how much time he should spend playing ball, what should be planted in the garden, and what clothes he should wear.

The Schedule

The infant—has everything done for him.

The toddler—is given only simple requests.

The child—is expected to fulfill long-range requirements.

The teen-ager—cooperates in making decisions.

The adult—takes full responsibility.

By Being Dependable

Your child has a right to be able to predict your attitude. When once you have reached a decision on a question, stick to it. The child who can tease his parent into changing his mind is to be pitied. He has nothing on which to depend. He feels insecure. Naturally he thinks that your promises are just as subject to change as are your decisions. One day two little fellows were playing together when they decided it would be fun to go wading in the pool. The

father, however, didn't think it would do his goldfish any good to have two four-year-olds thrashing around in the pool, and refused to give his consent. The little visitor, thinking what fun it would be to paddle in that water, urged his playmate to ask his father again. "Keep asking him, and after a while he will let us," he encouraged him. Quick as a flash came the response, "My father never changes his mind. We could ask him a hundred thousand million times and his answer would still be No." Fortunate boy. He could depend on his father's word. He had a feeling of security that gave him confidence.

HOW IS OBEDIENCE LEARNED?

By Obeying Without Question

Parents stand in the place of God to their children; therefore, they are under the most solemn obligation to see that their children obey implicitly. It is wicked for a parent to allow a child to form the habit of whining "Why" every time he is asked to do something he does not wish to do. If allowed to go unchecked, he will question and quibble over the commands of God till he finds himself out of harmony with heaven. It is much easier to pre-

vent this habit than to try to break it once it is formed.

The child should be taught to obey his parents without question. When the little one whines "Why" when he has been requested to do something, one answer only should be given, "Because Mother has asked you to, dear." Coaxing, arguing, explaining, at this early age is not only useless but detrimental to the child's will power. His "Why" is not the wholesome inquisitive type asked by the adolescent youngster who is seeking knowledge. He is trying to cause Mother to change her request or at least to forestall obedience as long as possible.

By Obeying Immediately

It is easy to respond immediately when obedience has become a habit. Obedience should be a habit. When Mother calls "Come here," the child may answer, but proceed to build his tower or continue to ride his tricycle until Mother calls the second time. If Mother allows this to go unchecked, she will find that she must repeat all her requests several times and finally must resort to threats to get him to obey at all. Parents should remember that when once the child has been told to do something, each additional request weakens the child's will power and the parent's authority over him. This habit grows with exercise. Today you had to repeat your request, tomorrow it may

take three or four times, in a few weeks he will not mind at all unless punished.

If the child has been told to do something, and you are sure he has heard you, do not call him a second time. Go to the child, take him by the hand and without saying a word lead him to the bedroom. Looking him in the eye, say, "Sit here until you can come when I call you." Then leave him alone to adjust his thinking. The time he is left alone depends on his age and his attitude. Four or five minutes is usually enough for



A musician is one who obeys the laws of music.

the toddler, but an older child might have to stay a half hour or so before coming to his senses.

By Obeying the Right Person

A very common excuse given by the average child for disobeying is, "He [the playmate] told me to." This is a golden opportunity to teach your child the all-important lesson of whom to obey and whom not to obey. There are two masters in the world. We cannot obey both. It is right to obey one, and wrong to obey the other. We instruct the child, "When a play-

mate tells you to do something that Mother or Daddy has forbidden you to do, you should say NO so loud that he will be afraid to ask you again." Children should not be excused because others did it too, or because someone told them to. The civil laws of our land never listen to this kind of excuse, and neither does God. A child must obey his parents, and not his playmates. He must obey God and not Satan.

By Developing Self-control

This can be fun. Control over one's faculties opens the door to happiness. The skater thrills in his power to control his feet, the ball player gloats over his capacity to control his arm, the artist rejoices in his skill to control his fingers, and the singer delights in his ability to control his voice. From the time the baby learns to walk until as a man he is a skilled artist there is great satisfaction in controlling his powers.

Controlling the emotions can be just as enjoyable as controlling the muscles. It is so much more fun to smile than to frown, to be happy than to be sad, to be cheerful than to be angry, to be contented than to be afraid, to love than to hate, to obey than to disobey. Learning the art of controlling the emotions can also be a thrilling adventure, from the time the toddler tries to please Father and Mother up to the time he is able to say, "I delight to do thy will, O my God: yea, thy law is within my heart."

HOW IS OBEDIENCE MADE HARD?

You don't mean it! Surely no parent would deliberately make it hard for his child to obey. Of course not, no one who loves his child would knowingly hinder his progress, yet some of us thoughtlessly or ignorantly make it hard for our children to obey. Here are some of the more common ways we handicap our children:

By Scolding

Is there a parent who hasn't scolded his child at least once? And yet, "Scolding and fretting never help."—CG 246. Scolding confuses the child but does not teach him a thing. Long may he remember your tone of voice, but quickly does he forget your instruction. Coming to the same situation again, he is likely to repeat his same mistake. If you wish to bewilder your child, scold him; if you wish to enlighten him, speak pleasantly. He learns best in a happy atmosphere.

By Using "Don't" Too Often

Many of us are unaware of the fact that we can teach in reverse. That is, we can teach a child to do just the opposite of what we desire. It is the number of times an idea is mentioned that creates an irresistible urge to act, whether that idea is prefixed with do or

don't. If you doubt it, try this little experiment. Call your child to your side Sunday morning and say, "Don't put any peanuts in your ears today." Repeat this to him before dinner, after dinner, in midafternoon, before he goes to bed. When you awaken him Monday morning continue your instructions by saying, "Don't put any peanuts in your ears today." What will you find in his ears before the end of the week? One negative statement is sometimes needed to clarify a situation, but we teach by emphasizing what we want him to do.

By Fighting

If the parent is angry when he disciplines a child, the chances are the punishment will resemble a fight more than a correction. We certainly would dislike to have the surgeon angry with us when he started to operate. Of course, the parent, who is older and stronger, will more than likely come out on top, but he will accomplish nothing, and very likely cause a great deal of harm. "Never raise your hand to give them a blow unless you can with a clear conscience bow before God and ask His blessing upon the correction you are about to give. Encourage love in the hearts of your children. Present before them high and correct motives for self-restraint. Do not give them the impression that they must submit to control because it is your arbitrary will; because they

are weak, and you are strong; because you are the father, they the children. If you wish to ruin your family, continue to govern by brute force, and you will surely succeed."—2T 260.

By Humiliating

To humiliate a child or a teenager by ridiculing his remarks, scoffing at his ideas, or shaming him for his mistakes before his friends, not only belittles you in their estimation but definitely damages the child. What we wish to do is to build up the child's

confidence in himself, to encourage him to try, to persevere. Humiliating him breaks down his confidence, crushes his desire to try, and kills his determination to succeed.

A child is humiliated when punished before others. This is just the opposite effect from our aim. We discipline a child to make him more confident of himself, to enable him to control himself, to assist him in obeying on his own account. We put glasses on weak eyes to strengthen them, not to blind them. Crutches are to en-



A flood of words may cover up the thought intended.

able cripples to walk by themselves, not to stumble over. So our punishment should be as crutches to those who are weak in self-control. A child is not strengthened, encouraged, or fortified to resist temptation when humiliated, discouraged, and weakened in his own opinion.

By Frightening

To tell a child the policeman will get him is, first of all, an untruth, and it instills in him a fear of the very one who is employed to help and protect him. This type of obedience is slavery. We want to train a child to obey because he loves. His obedience should be an expression of his love. To tell him that his eyes will turn green if he looks in a certain closet is also an untruth, and has no teaching value. Positive harm is done not only emotionally but physically when a child is frightened into obedience.

By Threatening

Threatening a child, like frightening him, causes him to act from fear rather than from a desire to obey. All our training should be toward the one great objective, "Thou shalt love." It is a mistake to tell a child what punishment he will get if he disobeys. Some are tempted to weigh the punishment with the deed and decide that disobedience is worth the price. One little fellow was told that if he went across the street again he couldn't have any pie for his din-

ner. At mealtime he pushed his pie aside explaining that Harold had had a whistle he wanted to see, and it was worth the pie to get to see it.

By Talking Too Much

Don't talk and talk and talk. A few words have more power with a child than a sermon sixty minutes long. "Do not weary them with long prayers and tedious exhortations, but through nature's object lessons teach them obedience to the law of God."—DA 516, 517. Cut your requests down to telegram size.

By Talking Too Loud

Keep the voice low. Never allow your words to sound harsh, or nervous, or excited. The child will remember words spoken in a mild, slow manner better than words spoken rapidly. You have only a very few words to say, at most, but you want those words to register. "Mother told you not to throw stones to scare those chickens. Now sit in this chair until you can decide to be a good boy." This length of speech is far more effective than one five minutes long. It is not so long or complicated but that he can think it over while sitting in the chair, and profit greatly thereby. And a few minutes of quiet meditation upon these few words will enable him to recall them the next time he is tempted to throw stones at the chickens.

The louder the voice, the lower

the power; the calmer the voice, the greater the control.

By Breaking the Will

A person without will power is defeated before he starts. We must help our children to have will power. It must be bent or molded into correct shape, but not broken. We must train the child to make his own decisions, and not be at the mercy of those around him.

"The work of 'breaking the will'

is contrary to the principles of Christ. The will of the child must be directed and guided. Save all the strength of the will, for the human being needs it all; but give it proper direction. Treat it wisely and tenderly, as a sacred treasure. Do not hammer it in pieces; but by precept and true example wisely fashion and mold it until the child comes to years of responsibility."

—CPT 116.



Habits learned in childhood can be a blessing for life.

By Telling the Child He Is Bad

When a child hears his parents say that he is bad, he believes that he is, and proceeds to act the part of a bad boy. Instead, he should be told that he is a good boy and that good boys do not throw stones at windows. Good boys keep everything around them nice. Good boys make their hands behave.

By Talking About the Child in His Presence

For some unaccountable reason many parents are not aware of the fact that a child can hear even if the conversation is not addressed to him. True, he may be playing down on the floor and apparently paying no attention to the conversation, but he can and does hear, especially if we are talking about him. To talk about a fault aggravates the trouble. If a remedy is suggested, the child is ready to resist it; and if no solution to the problem is forthcoming, he is likely to imagine his case is hopeless. Furthermore, it is very humiliating to anyone to know that his faults are being broadcast. Parents should make it a hard and fast rule never to talk about a child's shortcomings in his presence.

By Putting Him to Bed for Punishment

We want our children to like to go to bed, to feel that sleep is a privilege and a joy. They should realize that sleep is necessary for health and happiness. But if we

put them to bed because they were naughty, and make them go to sleep as a punishment, they will learn to fight sleep and hate the thought of going to bed. We are not only defeating our aim, but are opening the door to temptation. Idleness is the devil's workshop. The only time a child should be in bed when he is awake is during sickness. And even then in modern hospitals the child is dressed.

Most assuredly if the child is cross and fretful because of lack of sleep, he should be put to bed, but not as a punishment. Mother might say, "I know what you need, a good little nap. Come lie down on this nice bed and take a good rest. You will feel so much better."

By Giving Him Work or Study as a Penalty

One never uses as a punishment something one is endeavoring to teach the child to like. Work is a blessing and study is a necessity; therefore every Christian parent will teach his child to enjoy both. If Mother says, "Mary, you were a naughty little girl before company today and I am going to make you wash all those dirty dishes to teach you to behave yourself when we have visitors," what will Mary's reaction be the next time Mother asks her to assist with the dishes? Will she not ask, "What have I done this time?" If she is made to wash them, she will feel she is being punished unjustly, and will hate dishwashing.

WHAT IS YOUR SCORE?

	Today	6 months later
1. I make conditions easy for my child to obey.	-----	-----
2. I make the situation pleasant for my child to obey.	-----	-----
3. My aim is to help my child develop self-control.	-----	-----
4. My work is to bend, not break, my child's will power.	-----	-----
5. When I have asked my child to do something, I see that he does it.	-----	-----
6. The kind of discipline I give my child enables him to have better self-control.	-----	-----
7. The kind of discipline I give my child corrects a defect.	-----	-----
8. The kind of discipline I give my child gives him greater self-confidence.	-----	-----
9. My child can depend on my word. (I do not threaten or make rash statements.)	-----	-----
10. I make sure that I have my child's attention before I tell him what to do.	-----	-----
11. I respect my child's feelings. (I do not humiliate him before others.)	-----	-----
12. I focus my child's attention on the goal to be reached. (I never tell him he is bad.)	-----	-----
13. My child's faults are discussed in private only (never in his presence).	-----	-----
14. When I speak to my child my voice is clear and distinct (not loud and harsh).	-----	-----
15. I put my child to bed for his physical good only (never for punishment).	-----	-----
16. I give my child work to do to teach him the best way to live. (No task is given as a punishment.)	-----	-----
17. I realize my attitude toward obedience represents God to my child.	-----	-----
18. Childish mirth and trifling misdemeanors are treated as such (not as grave crimes).	-----	-----
19. When my child obeys me, he is learning to be successful in this life and the life to come.	-----	-----
20. My discipline will encourage my child to say, "I delight to do thy will, O my God."	-----	-----
Total Score	-----	-----

KEY

0—Never
1—Seldom

2—Occasionally
3—Often

4—Usually
5—Always

CHARACTER BUILDING IN CHILDHOOD

Other pamphlets in this Christian Home Series C are—

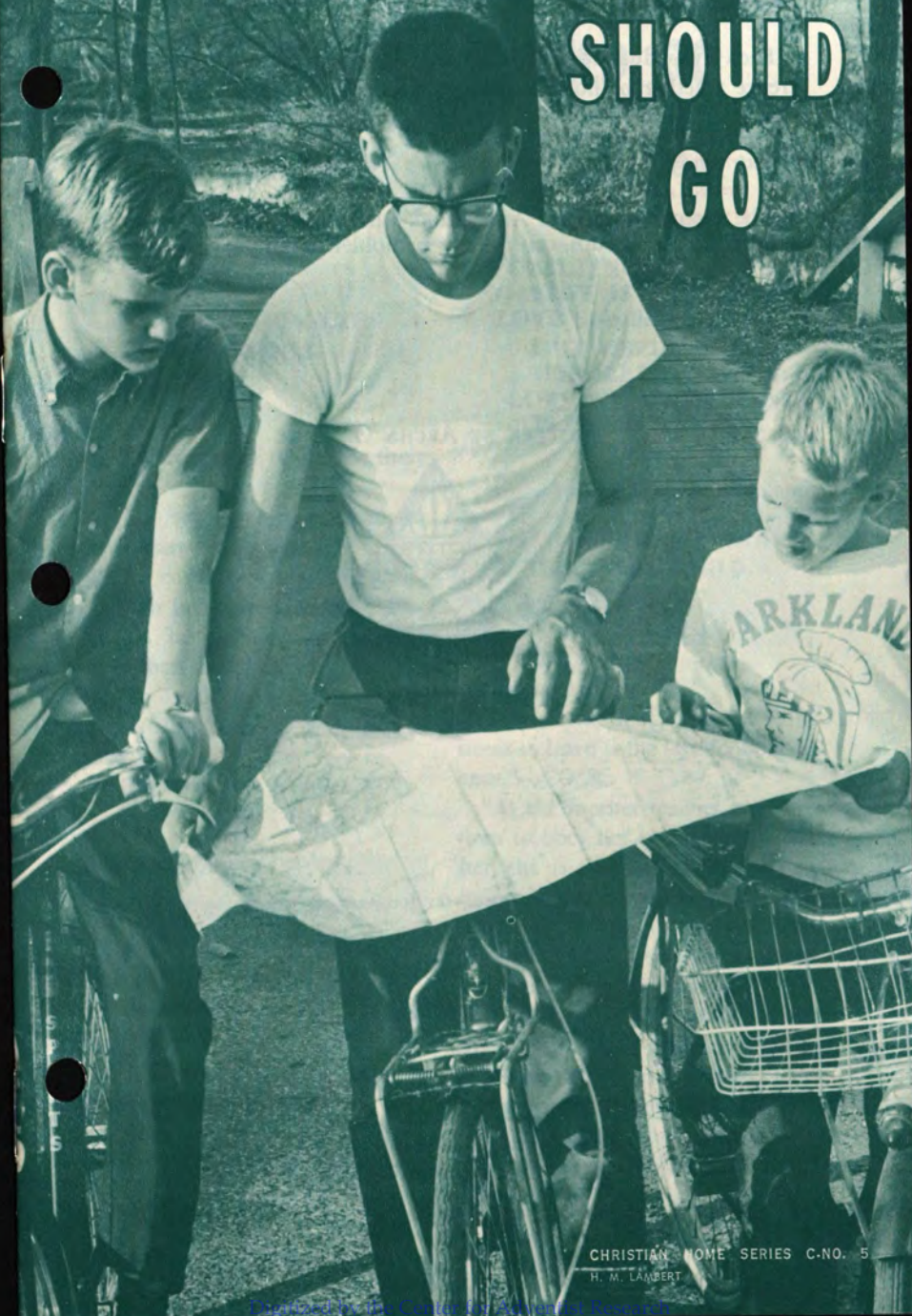
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10. Teaching Honesty
11. Truthfulness Can Be Attractive
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003930-5

THE WAY HE SHOULD GO



CHRISTIAN HOME SERIES C-NO. 5
H. M. LAMBERT

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This pamphlet can be used for individual study or for group discussion.

Individual study

Each individual will need his own copy for personal study and reference whether or not he belongs to a study group.

Group study

The Home and School Association, whether in a general meeting or in special study groups, can use this pamphlet as the basis for discussion.

WRITTEN BY ARCH A. O. DART



ILLUSTRATIONS BY HARRY BAERG

PRINTED IN U.S.A.

Department of Education
General Conference of Seventh-day Adventists
Washington, D.C.

003930-5

THE WAY HE SHOULD GO

ADVENTIST
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WHAT IS THE WAY FOR PARENTS—

1. To represent God to their child?
2. To use love—the strongest power known?
3. To consider their child's welfare their first responsibility?
4. To be guided by principle rather than impulse?
5. To help their child succeed in this life and in the life to come?
6. To teach him obedience?

WHAT IS OBEDIENCE?

1. Obedience is the key to success.
2. It is doing the right thing at the right time in the right way.
3. It is love in action.
4. It is Christianity.

OBEDIENCE WITHOUT
LOVE IS SLAVERY.
LOVE (so-called) WITH-
OUT OBEDIENCE IS
HYPOCRISY.
LOVE WITH OBEDIENCE
IS CHRISTIANITY.

WHY SHOULD A PARENT TEACH HIS CHILD OBEDIENCE?

God says to us:
"One of the first lessons a child needs to learn is the lesson of obedience."—CG 82.

"As the mother teaches her children to obey her because they love her, she is teaching them the first lesson in the Christian life."—DA 515.

"The mother's work commences with the infant. She should subdue the will and temper of her child, and bring it into subjection, teach it to obey. As the child grows older, relax not the hand."—1T 390.

"The mother should keep herself under perfect control, doing

nothing that will arouse in the child a spirit of defiance. She is to give no loud-voiced commands. She will gain much by keeping the voice low and gentle."—7T 47.

"The false idea entertained by many, that the restraining of children is an injury, is ruining thousands upon thousands."—5T 541.

"Children who are allowed to have their own way are not happy."—CG 213, 214.

"Restlessness and discontent are the fruits of indulgence and selfishness."—CG 214.

"The young should not be left to think and act independently of the judgment of their parents and teachers. Children should be taught to respect experienced judgment."—CPT 75.

"In many homes, the father and mother have allowed the children to rule. Such children are in far greater danger, when brought into contact with influences opposed to godliness, than are those who have learned to obey."—8T 224.

"Never let your child hear you say, 'I cannot do anything with you.'"—CG 238.

"Give few commands, but see that these are obeyed."—CG 247.

"Aaron had to learn that his gentle remonstrance, without a firm exercise of parental restraint, and his imprudent tenderness toward his sons, were cruelty in the extreme. God took the work of justice into his own hands, and destroyed the sons of Aaron."—3T 295.

"While many parents err on the side of indulgence, others go to the opposite extreme, and rule their children with a rod of iron. They seem to forget that they themselves were once children. They are dignified, cold, unsympathetic. Childish mirth and waywardness, the restless activity of the young life, find no excuse in their eyes. Trifling misdemeanors are treated as great sins. Such discipline is not Christlike."—CPT 113.

"Just as long as children are under the roof of the parents, dependent upon them, they should be subject to their control."—1T 217.

HOW DOES A PARENT TEACH "THE WAY"?

(The parent who begins teaching "the way" as soon as the child is born will more than likely find that obedience has become a habit by the time the child reaches his third birthday. That is why the emphasis is placed on the early training of the child. However, these same principles apply to older children as well. For children who disobey, see pamphlet No. 6, *When Children Disobey*.)

By Doing the Right Thing Himself

If the parent does the right thing in the right way at the right time for the baby when he is young and helpless, the continuation of doing the right will be

only natural when the child is old enough to do for himself. Born with absolutely no knowledge or previous experience, the infant comes to us without habits, either good or bad. His education begins with nothing to correct, nothing to undo, nothing to reform. A clean white page is his on which will be written the lessons taught him day by day. What an ideal situation for any teacher!

The language of the home will be his mother tongue, whether that be English, German, or Chinese. The tone of voice Father and Mother use will be his also, whether that be harsh or musical, loud or sweet. The kind of words spoken he will speak, whether they be sharp, critical, gloomy, and sad, or cheerful, bright, inspiring, and pleasant.

Children are perfect little mir-



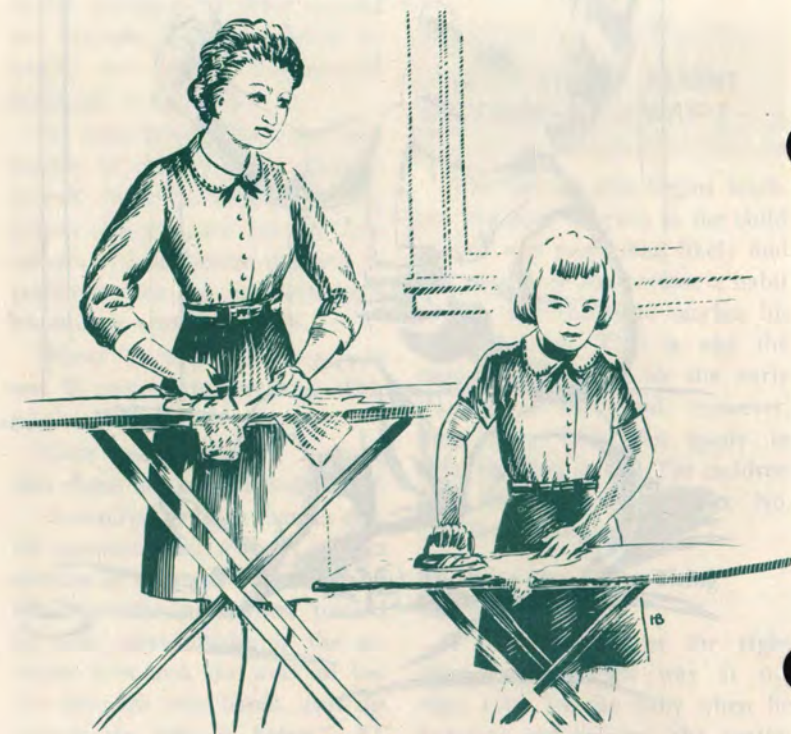
A child learns through his five senses.

rors that reflect the very image of those around them. Our facial expressions, our manners, our habits and attitudes, will be seen in them. If parents have a frown on their face, the child will likely have one on his. If the parents smile when they speak, the child will more than likely smile when he replies. If Mother nags and scolds, the child will likely whine and fret. If Mother is courteous and kind, the child will likely be courteous and obedient. If Father has order and system, it will be easier for the child to have order and sys-

tem. If Mother is neat and tidy about her person and in the care of the home, it will be easier for the child to form habits of neatness. What the child sees, what he hears, what he experiences, day by day, become a part of him. The daily routine of the family is the child's pattern to follow.

By Demonstrating the Meaning of Love

A child who is reared in a home where love is expressed is better able to understand heaven. The infant should not be treated as an



Children are perfect little mirrors.

inanimate object that requires just so much physical attention and may be forgotten the rest of the time. That is a poor grade of love. We parents hope our children will not treat us that way when we are old and need their love and care. The infant needs to be rocked and cuddled. This will not spoil him. But giving him what he wants when he is bad will ruin his disposition. Some parents never pick the little fellow up until he starts to scream and cry. Then they cuddle him just enough to get him quiet again and put him back in his crib. This encourages him to act naughty every time he feels lonesome. Why not rock him when he is good? This will help him to see that cheerfulness is more desirable than screams and wails. As the child grows older our love for him continues. He never gets "too big to love," although our way of demonstrating it may vary somewhat.

"Parents, let your children see that you love them, and will do all in your power to make them happy. If you do so, your necessary restrictions will have far greater weight in their young minds. Rule your children with tenderness and compassion."—MH 394.

"It is better to request than to command; the one thus addressed has opportunity to prove himself loyal to right principles. His obedience is the result of choice rather than compulsion."—Ed 290.

A child wants to obey the one who loves him. It brings him delight to please the ones who are interested in him. Seldom does a child disobey an affectionate parent.

By Being Regular

What has regularity to do with obedience? It is one of the main pillars that support obedience. Obedience is doing the right thing at the right TIME. The Sabbath is to be kept on the SEVENTH day. Regularity in the daily schedule teaches the child that there is a proper time for everything. There is a time to get up, there is a time to go to bed, there is a time to go to school, there is a time to eat, there is a time not to eat, a time to work, a time to play.

The baby that has a bottle stuck into his mouth every time he cries will have a much harder time learning self-control later in life than the child who has been fed regularly. Self-demand does not lead a child to self-control, but learning to wait until the proper time does. "Regularity in the feeding of infants will not only promote health, and thus tend to make them quiet and sweet-tempered, but will lay the foundation of habits that will be a blessing to them in after years."—MH 383. The assurance that the child will receive his food, his bath, his lullaby song, at the proper time gives him a sense of security that irregularity can never give.

Regularity enables one to accomplish more at home, at school, and at work with ease and freedom. No time is wasted in deciding when to do the daily activities. Regularity enables one to carry responsibility. It trains him to be where he should when he should be there. The irregular home will likely have disobedient children.

By Teaching Him What to Do

Obedience is active. It consists in doing something worth while. Apparently some people have the misconception that the obedient child is one who does nothing bad. This is only half truth. To be truly obedient one must do something good.

Obedience does not stop activity, but directs it. It does not hinder one's advancement, but ensures it. It does not restrict freedom, but guarantees it. It does not limit one's happiness, but increases it. "God's word does not repress activity, but guides it aright."—MH 396. At every age the child should be taught that true obedience is learning to do the correct thing in the right way at the proper time. It is the best way to accomplish something. Thus obedience will take on a positive approach rather than a negative one. "This is the correct way to do this," is more educational and certainly more delightful to parent and child than the discouraging "quit that," "stop that right now"

method. When the child attempts to try out a new method of using his muscles or begins to investigate some unknown, he will appreciate a kind hand that will show him the easiest way or the quickest way to do it. When the little toddler is large enough to reach the doorknob some mothers become panicky. They have visions of Jackie escaping every few minutes. Wouldn't it be better for Mother to say, "Just think, Mother's big man can open the door all by himself. When you want to go out always ask Mother, and she will let you open the door." In this way the child is not only learning how to do the things he sees adults do but is also learning *when* to do them. His education is more complete, to say the least, when he learns the what, how, and when all together.



There should be a regular time for children to go to bed.

By Teaching Him What Things Are For

When baby is old enough to crawl, should all the forbidden objects be placed out of sight and out of reach, or should they remain where they are, and baby's hand be spanked every time he touches one of them? In other words, Is Mother a policewoman, whose chief concern is her possessions, or is she a teacher, whose first responsibility is the training of her child?

Surrounding a child with too many restrictions and saying No to this and No to that every move and act bewilders but does not instruct him. Confusing a child is a far cry from guiding or teaching him. Far better for Mother to remove as many forbidden objects as possible and to let the child have freedom to examine a limited

number of selected objects to his heart's content.

It is interesting to see how methodical the little investigator is with each new object. First he sees it; next he reaches for it. This enables him to feel it and to listen to it if it makes a sound of any kind; then without fail he puts it in his mouth if he can, where he can smell it and taste it. Thus he uses all five of his senses to learn what he can about this unknown. The only way anyone can learn is through his five senses; therefore God has placed this natural curiosity in the heart of the little child to encourage him to acquire knowledge.

Parents should select harmless objects for the baby, and let him feel the toys, feel the soft pretty flower in his own hand, feel the clothes he is to wear, feel certain foods with his fingers. A baby learns a great deal through his sense of touch.

Appropriate toys for the older child encourage him to learn more about things and how to use them. (See pamphlet No. 12, *Work and Play*.)

By Using Guardrails

Guardrails along the highway of life are just as necessary as they are on any dangerous road. Children should be trained to look upon restrictions and prohibitions as safeguards against trouble. Very early in life the baby should learn that "No, no" is a guardrail.

He is not many weeks old before

he begins to notice things and to try to handle them. Most of the things within his reach should be fair game for him, as it is part of his education to learn by feeling. But there are some things that little fingers are not to touch. Mother (or Dad) is his instructor. She knows what he can have and what he should let alone. It does not take a baby long to learn the meaning of "No, no" IF IT ALWAYS MEANS THE SAME THING (another form of regularity). It is most confusing, to say the least, for "No, no" to mean today, "Let alone"; tomorrow, "Touch it a few times"; the next day, "Touch it if you want to that bad." "No, no" should have one and only one meaning. Therefore it should never be used unless Mother really means, "Don't do that."

"Uniform firmness and unimpassioned control are necessary to the discipline of every family. Say what you mean calmly, move with consideration, and carry out what you say *without deviation*."—3T 532. Proper discipline leads to self-control. The babe in his mother's arms should learn that he is to restrict his wants and his desires. Not everything that is bright and shiny is his plaything. "Children are not to be allowed to think that everything in the house is their plaything, to do with as they please."—CPT 123.

When the baby's hand begins to go toward Mother's glasses, you

look straight at him, shake your head, and with a tone of finality in your voice say, "No, no." If this is the first time Mother has had to say this to him, naturally he will not know its exact meaning, but many a baby with only average intelligence has done some very accurate guessing. He may surprise you by not making another attempt at this time, but very likely he will lift his hand again, looking you in the eye as if he were asking you, "Is this what you mean?" It is unfair not to tell him. Although it may take your time now, it will save much time later on. With the same look on your face and the same tone in your voice, say, "No, no." Your voice must not be loud, but firm. You should not appear nervous or hurried.

Although there may be exceptions, this is about long enough for the first lesson. Before he makes the third attempt to play with your glasses, get his attention on something else—a pretty toy, a bright-colored picture, or the puppy playing in the yard. At least turn him around so he will be facing something else besides your glasses. One thing is sure, you can put him down if he continues to reach for your glasses. It is worth the time and the persistent, constant effort to get him started in the right direction. Never once allow his hand to touch your glasses or whatever object it is you are forbidding him.

Perhaps at the second lesson he may not heed your words or the shake of your head. It is then time to take his hand firmly and direct it away from the glasses as you emphasize slowly, "No, no." If he still persists in reaching for your glasses, a sharp tap on his hand is necessary to help him to comprehend that you mean for him to let those glasses alone.

When once the child is led to

understand that "No, no" means let Mother's glasses entirely alone now and forevermore, it is easy to teach him to let other things alone simply by saying "No, no." Your restrictions and prescribed objects should be limited to the very few things that should *always* be prohibited. Remember that when "No, no" is spoken too often about too many things its meaning is destroyed.



A child should be taught how to use everyday objects.

By Being Reasonable

"The requirements of the parents should always be reasonable; kindness should be expressed, not by foolish indulgence, but by wise direction. Parents are to teach their children pleasantly, without scolding or faultfinding, seeking to bind the hearts of the little ones to them by silken cords of love."—CPT 158, 159. "Never should parents cause their children pain by harshness or unreasonable exactions."—CPT 114.

The delicate task of training a child to obey requires wisdom and skill. To ask a child to do something that he cannot do is to train him to disobey. When he attempts to carry out your wish and finds he cannot, he becomes puzzled and bewildered. If requests like this are often, he gives up hope of accomplishing anything, and comes to the conclusion that there is no use to try. We are thus teaching him to disobey.

One mother with a nervous temperament, becoming provoked at her little three-year-old's behavior before company, trotted her into the adjoining room and sat her in a chair with the instruction "Don't you dare *move a muscle* until I tell you." Back with her visitors, the mother evidently forgot all about her little wiggleworm in the next room. At least she didn't call her until the company had left, thirty minutes later. Here was an impossible command; a three-year-old would have to be dead before

he could obey this rash command.

A chubby little fellow of two, elevated to the height of the table with the aid of the dictionary and a mail-order catalog, had orders not to spill any food on his clean clothes. He did not want to, he didn't intend to, but he did—and got a spanking for it. "Often we do more to provoke than to win. I have seen a mother snatch from the hand of her child something that was giving it special pleasure. The child did not know the reason for this, and naturally felt abused. Then followed a quarrel between parent and child, and a sharp chastisement ended the scene as far as outward appearance was concerned; but that battle left an impression on the tender mind that would not be easily effaced. This mother acted unwisely."—CPT 117. Be reasonable.

By Being Consistent

In all our dealings with our children we should be governed by principle and not by our emotions. If we are disturbed by a remark made by a neighbor, we should not take it out on our child. The parent who allows anything to go unnoticed when he is feeling gay, and slaps and scolds when he is feeling out of sorts, is not disciplining his child at all.

If Johnny was so cute yesterday when he tried to write on your typewriter that you had to call Mother from the kitchen to see it, don't paddle him today for writ-

ing on it. "I saw that there should always be a fixed principle with Christian parents to be united in the government of their children. There is a fault in this respect with some parents—a lack of union. The fault is sometimes with the father, but oftener with the mother."—1T 156. If you tell him today that he has been such a good boy you are going to let him sit up past his regular bedtime, what

will you tell him tomorrow when he has been just as good?

By Being Persistent

A parent who is governed by principle instead of emotion cannot be coaxed into yielding to the whims and notions of childish fancy. A child loses confidence in a parent who is changeable. He looks upon the parent as a hindrance to his progress rather than



Even teen-agers like to learn how to do things.

as a guide. *Instead of making the child happy by giving in to his teasing, you make him chafe under restraint and rebellious against authority.* "Restlessness and discontent are the fruits of indulgence."—4T 202. The wise parent plans ahead of time, thinks things through, and makes decisions that will add to his child's happiness and well-being. He makes few requests, but sees that they are carried out.

Some parents have the mistaken idea that they are exercising patience when they allow their children to disobey without becoming angry. One little fellow had a hilarious time turning the lights out while his mother was trying to read. Each time the lights went out, she would plead for him to turn them on again so she could finish her story. He would "obey," and immediately proceed to turn them off again. After about thirty minutes of this the mother wailed, "Oh, it is so hard to have patience with children." What a travesty on the word. Stupidity is not patience. See that the child obeys.

By Correcting Defects

When a child is sick in body, he is given the kind of treatment that will help him. Although unpleasant or even painful in itself, it is given for the child's physical welfare, whether that be pulling a tooth, giving bitter medicine, or putting him in a cast for several weeks. So it is when a child's disposition is ill; he needs the kind

of treatment that will help him. (See pamphlet No. 6, *When Children Disobey*.)

By Making It Easy to Obey

"The teacher should make obedience to his requirements as easy as possible."—Ed 288. A few requests clearly stated are easier for a child to follow than many complicated exhortations on being good.

The manner in which a request is made often invites obedience or disobedience.

"Come here," I sharply said,
And the baby cowed and wept.
"Come here," I softly said,
And straight to my lap he crept.

The tone of voice can encourage obedience or discourage it. Children love to obey a musical, cheerful voice, but freeze under a sharp, scolding tone.

By Encouraging Effort

Children like to please. When their efforts are appreciated they are repaid for their trouble and they endeavor to do better. "That is fine," "That is better," "Now you are learning how to do it," "How quickly you did that," are inspiring. Some poor little urchins never hear one word of encouragement, not one little compliment for their best efforts. They become discouraged and give up. Then they are scolded or shamed, and this makes bad matters worse. Make it easy for them to obey by complimenting their efforts.

WHAT IS YOUR SCORE?

	Today	6 months later
1. I desire to see my facial expression reflected on my child's face.		
2. I desire my child to smile as often as I do.		
3. I desire my child to speak the same words that I speak.		
4. I desire my child to use the same tone of voice that I use.		
5. I am courteous to my family.		
6. I desire my child's house to be as tidy and orderly as mine.		
7. I am neat and clean in my person.		
8. I cuddle the baby and caress the older children every day.		
9. My children know I love them by what I say and by the way I treat them.		
10. I give each child personal companionship every day.		
11. I teach my child how to do what he sees me do, as soon as he is old enough to show interest.		
12. I also teach him when to do it.		
13. I do not expect adult perfection, but consider his age and ability.		
14. I give him toys and objects suitable to his age, to examine to his heart's content.		
15. I limit my requests to necessary requirements.		
16. I encourage effort by complimenting his achievements.		
17. My requests are reasonable.		
18. I insist that my child do what I ask him to do.		
19. I try to be consistent in training my child.		
20. We follow a regular schedule in our home.		
Total Score		

KEY,

0—Never
1—Seldom
2—Occasionally

3—Often
4—Usually
5—Always

CHARACTER BUILDING IN CHILDHOOD

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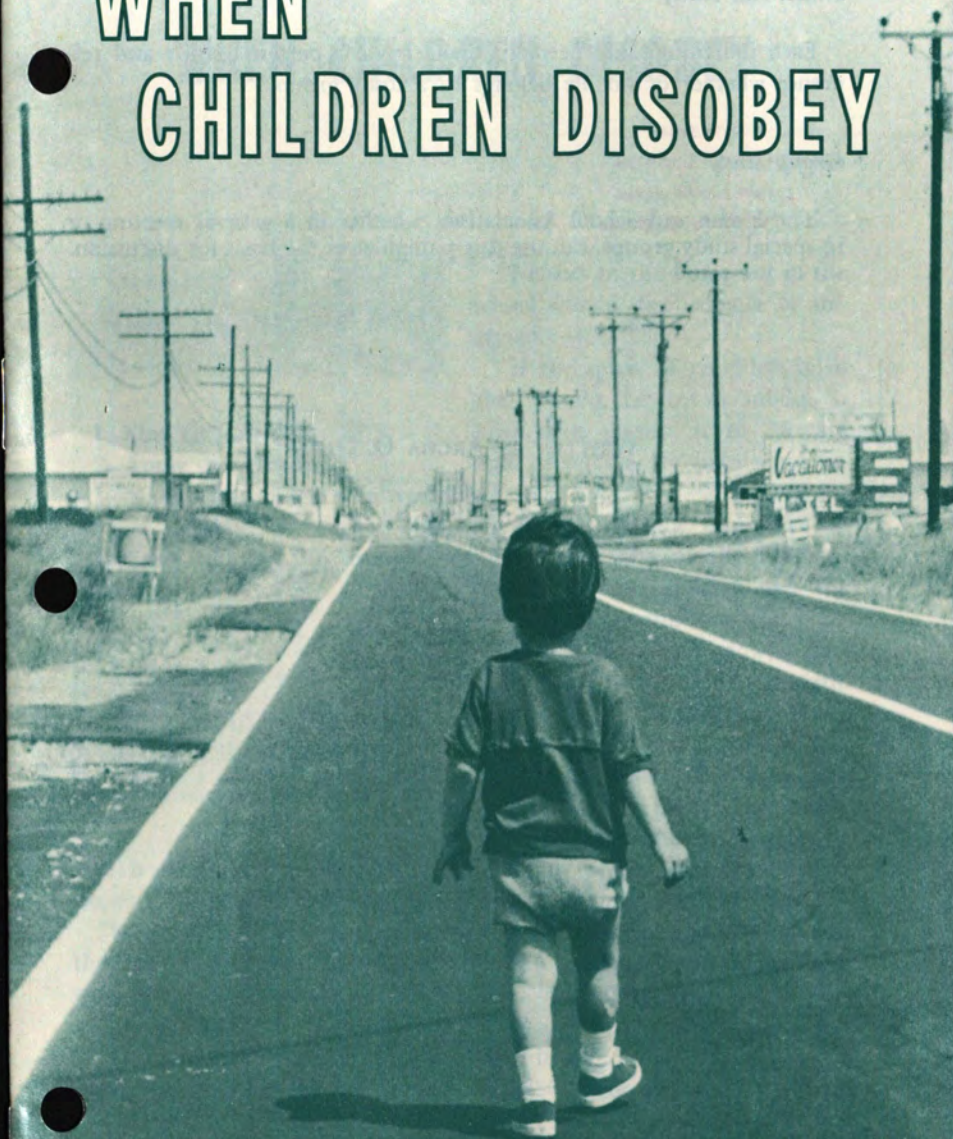
1. Teaching Reverence
2. Sabbath Afternoon and Family Worship
3. When Children Go to Church
4. Making Obedience Fun
5. The Way He Should Go
6. When Children Disobey
7. Wholesome Attitudes
8. Explaining Life
9. Health and Happiness
10. Teaching Honesty
11. Truthfulness Can Be Attractive
12. Work and Play



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WHEN CHILDREN DISOBEY



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This pamphlet can be used for individual study or for group discussion.

Individual study

Each individual will need his own copy for personal study and reference whether or not he belongs to a study group.

Group study

The Home and School Association, whether in a general meeting or in special study groups, can use this pamphlet as the basis for discussion.

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PRINTED IN U.S.A.

Department of Education
General Conference of Seventh-day Adventists
Washington, D.C.

003930-6

WHEN CHILDREN DISOBEY

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WHAT SHOULD ONE DO?

1. Find the cause.
2. Apply the remedy.
3. Manifest confidence in your method.
4. Carry through to complete victory.

WHY SHOULD CHILDREN BE CORRECTED?

It is cruel to neglect a child's training. The Lord says:

"Withhold not correction from the child: for if thou beatest him with the rod, he shall not die" (Prov. 23:13).

"Chasten thy son while there is hope, and let not thy soul spare for his crying" (Prov. 19:18).

"A great wrong is done our children when we permit their faults to go uncorrected."—CG 236.

"Neither in the home nor in the school should disobedience be tolerated."—CG 236.

"If the spirit of rebellion is in their hearts, far better subdue it now than permit it to increase and strengthen by indulgence."—4T 651.

"Parents do not commence in season. The first manifestation of temper is not subdued, and the children grow stubborn, which increases with their growth and strengthens with their strength. Some children, as they grow older, think it a matter of course that they must have their own way, and that their parents must submit to their wishes."—1T 218.

"Many are as guilty of neglect toward their children as was Eli, and the punishment of God will as surely rest upon them as upon him."—4T 204.

"You should correct your children in love."—CG 245.

"Never correct your child in anger."—CPT 117.

"Continual censuring and whipping hardens children and weans them from their parents."—1T 398.

"Scolding and fretting never help."—CG 246.

"With mildness and yet firmness bend the will of the child until it shall expect nothing else but to yield to their [parents'] wishes."—1T 218.

"Say what you mean calmly, move with consideration, and carry out what you say *without deviation*."—3T 532.

THE ART OF CORRECTION

How Should Correction Be Done?

All correction must be done "professionally." Never should a child be punished haphazardly, aimlessly, or thoughtlessly. There must be a definite defect, a fault, or weakness in the child's character that requires a specific remedy, before one is given. Do not punish "on general principles," or for accidents, or ignorance, or for mistakes that are likely never to be repeated. But when a defect is seen developing in the child, help must be given him. First, find the cause for his unbecoming behavior. He may be crying because a pin is sticking him, he may be kicking the door simply because he does not know how to open it, or he may be displaying a real character weakness. Knowing the cause for his undesirable actions

enables one to know whether a situation should be changed or a correction made in him.

Just as the physician studies his patient and applies a remedy to cure the particular trouble, in like manner the parent should study his child to determine what will cure his specific ailment. One child will respond to one form of treatment, whereas another responds more readily to a different type. There are times when a word or even a reproving look is all that is necessary to prevent a wrong act. And may we say right here that prevention is always far better than cure. Wise, loving parents do all in their power to prevent the need for corrective measures. But there are times when severe punishment must be given immediately. An emergency operation is often the difference between life and death. The nature of the trouble determines whether surgery is needed, or a hot footbath. So it is with discipline. The parent who loves his child will give him what he needs.

Who Should Correct?

The parent who is disobeyed should be the one to correct the child. When Mother reports all the naughty deeds to Father and he punishes the child, Mother is regarded as a tattletale and Father as a tyrant. Each parent should carry his own responsibility in the training of the children. If the child disobeys Father, Father should do the correcting; if the

child disobeys Mother, Mother is the one; and if the child disobeys the teacher at school, the teacher should care for the misdeed.

Uncles, aunts, older brothers and sisters, grandparents, relatives, and neighbors are not the ones to punish a child. This in no way should discourage relatives, friends, or even strangers from administering certain kinds of first aid in case of emergency. A total stranger saw a little two-year-old running away from his home toward the railroad tracks. He caught the child and carried him back, screaming and kicking. But a child should not be made to feel that he is under obligation to mind everybody. Proper respect must be shown to all, but he is to *mind* his parents. When it becomes necessary for Mother to be separated from her child and to place him in the care of another

for an hour, a day, or a year, that individual becomes "mother" for the time, and should be obeyed.

When Should Correction Be Given?

Punishment should come as soon as possible after the misdeed, in order for the little child to see the connection between the deed and the result. Young children are very likely to be so absorbed with the immediate present that the past is soon forgotten. If a child is punished in the afternoon for something he did in the morning, he may get things mixed up in his mind and think that he is being punished for something else he did. The poor little fellow who was paddled every night for the naughty things he had done during the day learned that going to bed was a most painful experience, but nothing more.



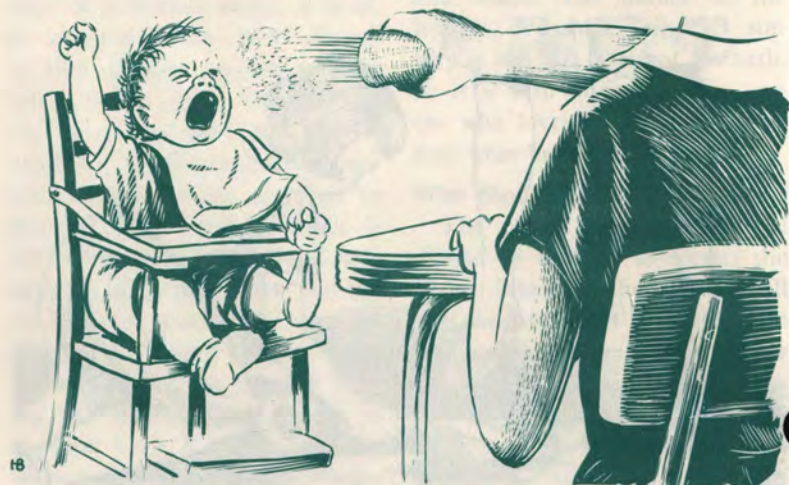
We never punish for accidents.

An older child may profit by occasionally having some time to think things over. When Mary, all ready to dash off to school, hears Mother say, "Tonight I want to see you about that car ride you took yesterday," she does some serious thinking during the day.

Why Should Punishment Be Used?

All punishment is for the future. Our object is not to punish a child for something he has done, but to prevent his repeating that act again. A doctor does not give a patient medicine because he has had a pain, but to cure the pain he has right now and to prevent his having more pain. Our purpose is to benefit the child, to correct a fault, and to strengthen his will power. It is not to retaliate, to get even, but to create a desire to do the right thing in the future.

Enough punishment must be given to cure. A doctor would be neglecting his duty to take only one stitch where six were required. There is no love or kindness in giving just enough to antagonize the child or enough to cause him a little annoyance. The only worthwhile punishment, the only kind we as Christian parents are interested in, is the kind that corrects and restrains the child from repeating that act. Therefore, after the punishment the parent should give the impression that the matter is settled once and for all. No more misdeeds of that nature are expected to appear again in the life of the child. We do not mention the subject again. We do not refer to it in talking to Father when he comes home, neither do we review the matter before grandmother. The case is settled and forgotten.



A dash of cold water cures temper tantrums.

When Should Punishment Not Be Given?

Never punish when it would complicate matters or increase the difficulty, such as for:

ACCIDENTS
BED WETTING
THUMB-SUCKING
NAIL BITING
STUTTERING
STAMMERING
BEING AFRAID
IGNORANCE

HOW CAN FAULTS BE CORRECTED?

(Prevention is considered in pamphlets Nos. 4 and 5, *Making Obedience Fun* and *The Way He Should Go*. In this present study we are dealing with children who have acquired definite undesirable habits. Methods must be adapted to suit the individual child and his needs. Each parent should use the methods that will help his child the most. Here are some suggestions.)

Temper Tantrums

Temper tantrums are taught. A child learns to have them by getting his way when he acts naughty. At first he sees something that he wants, and begins to whimper and cry until he gets it. "Ah," he says to himself, "that is the way to get things." The next time he desires

something, he cries and kicks and frets and cries some more until he gets the desired object. Each time this happens it encourages him to use this method to get his way. The surest method to cure this bad habit is NOT to give him the object he wants when he acts naughty. One father found his little boy down on the floor shouting his head off, waving his arms, and kicking his feet. Realizing that words could not be heard above all that commotion, the father got a pitcher of water and poured it in the child's face. The screaming hushed instantly, of course, and the little fellow jumped to his feet a wetter and better boy. That was his last temper tantrum, although the father had not spoken a word to him. Apparently there is no better method for curing a child who has developed temper tantrums than a dash of cold water in the face. Temper tantrums are not outgrown; they must be cured.

Stubbornness

Stubbornness in children is a very grave defect that must be corrected with a firm, determined hand. No loud-voiced commands are to be made, no anxiety or uncertainty shown by the parent, but a fixed purpose that knows no retreat, no compromise, no yielding whatsoever. One little lad six years of age decided he would not wash his hands before dinner. When told to do so by his mother, he stiffened his neck, riv-

eted his eye on her, and froze in his tracks. With no sign of excitement, she calmly told him to sit in a certain chair until he could wash his hands. Dinner proceeded as usual. Still he sat in his chair. The dishes were washed and put away. Still he sat, neck stiff, eyes glaring. After a time he needed to go to the bathroom and was given permission, but back to his chair he went. The whole afternoon wore away. No dinner, no water to drink, no play, nothing was he permitted to have. Each time he asked to get up, the one and only answer was, "Just as soon as you are willing to wash your hands." Supper was prepared and the rest of the family called. Again the six-year-old asked to get up, and received the same answer. Up he jumped and washed his hands as clean as a whistle. His neck was limber, his eyes were soft and mild, he came to the table with a smile. His mother hugged him and said, "It was a terrible struggle, wasn't it? I am so glad you won the victory."

The battle was won. Never again did he have another attack. It was a severe lesson, a long one for the parent and the child. Although Mother appeared to go about her work in the usual manner, the whole afternoon was wasted as far as her plans were concerned. But no afternoon had accomplished so much. That one lesson saved them both many hours later, and in all probability,

a child for heaven. Stubbornness is overcome by something like an endurance test.

Willful Disobedience

Ordinarily corporal punishment is the best way to cure willful disobedience. It is direct, of short duration, and very effective when correctly administered. It clearly indicates the kind of behavior that is not acceptable, and encourages the child to develop self-control.

The child is benefited most when these principles are followed: First, the one giving the punishment should be emotionally calm. If the parent is angry, he is more likely to arouse anger and rebellion in the child than he is to lead him to repentance. He may fight the child but not correct his



I am so glad you won the victory.

faults. Second, the "treatment" should always be given in private, never before a third person. True, the other parent or the brothers and sisters may know what is going on in the next room, but they do not see it. We are trying to build up the child's confidence in himself. We cannot do this if we humiliate him. Third, a switch should be used. The palm of the hand, hairbrushes, belts, sticks, canes, boards, etc., are very likely to bruise and may cause injury; whereas a keen switch causes no physical harm but certainly gets next to his feelings. The wise parent will try the switch out on his own arm first, to determine how hard to administer the punishment. Sometimes a strong father



applies more power than necessary to a tender young child. Fourth, enough should be given to bring about a transformation, enough to cure, and not just enough to tantalize or anger the child. This type of punishment should be given to the bare legs or hips. If taken in time, one such treatment may last for life, but living in the age that we are, and taking all things into consideration, this may be too high a goal for the average child. But certainly it should not be used too frequently. Usually the most effective age for this kind of punishment is from one to three.

Repeated Disobedience

Some little tots seem to be determined to carry out their own ideas regardless of the number of switchings they receive. Perhaps the sheet pack would be better for them. One little five-year-old took a fancy to the electric clock in the front room. To satisfy her curiosity her mother had let her look at it, feel it, and examine it while Mother held it, but still she could not let that clock alone when Mother was out of the room. She was given an old clock to do with as she desired, but no, she must have the forbidden one. Several switchings for willful disobedience failed to bring about a reformation.

The mother at last decided to give her little daughter the sheet pack. The sheet was wrapped around the child so tightly that she could not move her arms or

legs or any other part of her body at all, except her head. She was laid over on the bed. In just a few minutes her lusty, resentful cry had softened into a submissive plea. She emerged from her "cocoon" a changed girl. The clock was not bothered after that.

Stealing

See pamphlet No. 10, *Teaching Honesty*.

Lying

See pamphlet No. 11, *Truthfulness Can Be Attractive*.

Using Bad Language

Children are great imitators. They repeat what they hear. That is one more reason why we should be very careful about their association. The small child hears many new words, and uses the ones that catch his fancy regardless of whether they are good or bad. A simple statement to him that we do not call anyone "puddinghead" usually is all that is necessary, if we show no sign of emotional concern. On the other hand, if we appear to be terribly shocked and make a great fuss over the matter, we are likely to impress that word indelibly on his young mind. Children will use words that attract attention.

A teen-ager has such strong emotional feelings he needs big words and picturesque speech to express himself. He is very likely to pick up slang or piece syllables together

in a grotesque manner. The best way to help him is to enrich his vocabulary. Give him new words and phrases that are good and proper, and he will have less desire to use the cheap and vulgar.

The situation becomes more complicated when bad language is used by members of the family or by individuals the child admires. Here, in addition to encouraging him to use the correct word and ignoring harmless expressions, we forbid him to use certain words or expressions, deliberate use of which is treated as willful disobedience.

Engaging in Sex Play

Mothers should know where their children are and what they are doing at all hours of the day and night. Prevention is far better than cure. See pamphlets Nos. 7 and 8, *Wholesome Attitudes* and *Explaining Life*.

Whining

If a child is cross and whiny, review his past program. Maybe he did not have enough sleep and his nerves are all upset. A little soothing rub up and down his spine may calm him greatly and help him to drop off to sleep. If his crying is caused by lack of attention now that another baby is here, he should get some loving care just as he used to before the new baby arrived.

It may be that the child is coming down with the measles or some other sickness. See whether his

head is hot, eyes watering, or other symptoms are present. If he is physically all right and no cause is apparent, one may begin to suspect that he is developing the habit of whining.

Occasionally some children give way to feelings of depression or melancholy. The more they give in to these feelings, the more frequently they will have them. The child should be taught to resist these gloomy feelings and to turn his attention to more cheerful things. It is cruel to allow a child to cry over every little thing or over nothing at all. His attention should be drawn to something interesting. Probably a little play in the fresh air is just what he needs, or a more nourishing diet, or more encouragement.

When milder methods fail to correct this fault, stronger ones must be employed. Otherwise, the

child may develop a neurotic condition. One father discovered that no matter what was said or done his child had a long crying spell over the most trivial things. Fearing the worst, he determined to do his utmost to change the order of things by holding the child's mouth firmly with his large hand until he stopped crying. The father's voice was always low and calm, his words were few, his motions slow, but his hand was as firm as the rock of Gibraltar. "As soon as you stop crying I shall take my hand away," was all he would say. Not long after he had started this kind of treatment he found himself in for an endurance test that lasted and lasted. His hand almost gave out. But after thirty minutes the child stopped crying. That was the last lesson he needed. He is now a happy, contented child that cries only when neces-



Usually a changed child emerges from this "cocoon."

sary. Had the father given up after twenty-nine minutes, the battle might have been lost, or at least victory greatly delayed. Whining must be cured.

Talking Back or Slapping Parents

Impudence, sauciness, back talk, must be nipped at the very start. Never once under any circumstances should a child, regardless of age, be allowed to show disrespect to his parents. "Never should they be allowed to show their parents disrespect. Self-will should never be permitted to go unrebuked. The future well-being of the child requires kindly, loving, but firm discipline."—CPT 112.

Occasionally parents have had the experience of a child striking back when his parent has attempted to punish him. Usually the child who does this has been slapped, punched, or pushed around instead of being switched in the proper manner. However, striking a parent cannot be tolerated. About as good a plan as any is to stop, look the child right in the eye, and say calmly but firmly, "You must not hit Mother." If he does, give him another whipping after you are through with the first one, and tell him that one is for striking Mother.

Slapping a child is first cousin to boxing or fighting. It calls for retaliation. It more often stirs a child to anger or to fight back than it corrects a fault.

Running Away

A fence is the best prevention there is against the toddler's running away. But what do we do when he does run away? Mother goes where he is, takes him by the hand, and leads him back to the house. Calmly she says, "Mother knows her little boy would not disobey her like that. Those naughty feet took you out there, didn't they? What can we do to those feet to make them take you where they should? I know. We can tie them to this post until they won't want to take you out into the street again. Shall we do that? Here, you help me tie these naughty feet. We are not going to let them get the best of us, are we? You are a good boy, and good boys always make their feet go where they should." This type of punishment helps the youngster to see that he should control his feet and not let them wander into forbidden paths. At the same time it does not give him the impression that he is a bad boy. We want him to learn self-control as soon as possible, to learn to be master over all his natural cravings and desires. Help him by building a fence.

Coming Home Late

For more than one reason a child should be taught to go directly home after school. Loitering around the school or stopping here and there on the way home invites temptation. Mother should know when school is out and how

long it normally takes for the child to reach the house. If he comes in late without reason, it should be considered willful disobedience.

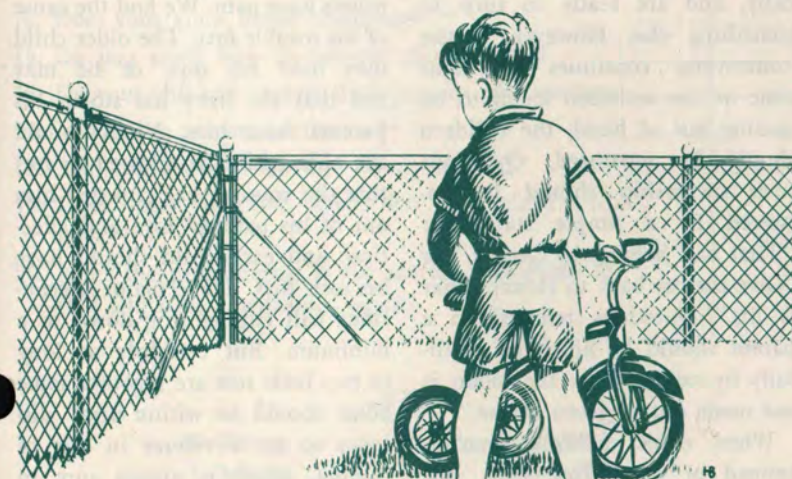
Teen-agers sometimes find it hard to get home after a social. If nothing is done, they get later and later, and learn less and less about taking responsibility. But if the next two or three socials are forfeited by late home-coming, they will develop self-discipline much faster. A child or a teen-ager must be made to "pay" in some way for his carelessness.

Negativism

Some children form the habit of saying No to every request, even things they would like to do. Coaxing, arguing, explaining, or commanding seem to aggravate the situation. Barbara had developed a serious case of negativism. She said

No, No, No all day long. At last Mother decided her other duties were not half so important as her child's disposition. The very first time Barbara said No that morning Mother dropped her work, took both Barbara's hands in hers and announced, "We always say Yes to Mother." Barbara replied, "No, no, no, no, no." She pulled and twisted and pulled some more. Mother held her hands firmly and calmly repeated, "We always say Yes to Mother." After seven or eight minutes of this the little girl decided that her mother was planning to sit right there and hold her hands all day if necessary, which was true. Finally she meekly whispered, "Yes." Instantly she was released. Her mother smiled and said, "That is a good girl."

That lesson lasted nearly one-half hour before Barbara relapsed into her old habit. Again Mother



There is no substitute for a fence.

took both her hands in hers and informed her, "We always say Yes to Mother." This time, within three or four minutes she was ready to say Yes. Thereafter, when she caught herself saying No, she would quickly change it to Yes, knowing full well that if she did not, Mother was ready to hold her hands until she did.

Dawdling

See pamphlet No. 12, *Work and Play*.

Vandalism

See pamphlet No. 10, *Teaching Honesty*.

Quarreling

Quarreling seems to be a child's way of deciding a question. As a rule it would be better for adults to ignore the crude, blunt statements preschool children make to one another. They have their differences, express them emphatically, and are ready to turn to something else. However, if the controversy continues for some time or the situation seems to be getting out of hand, the children should be separated. Questions over ownership should be answered by a simple statement: "That ball belongs to George," or "Give the car back to Henry. That is his." Questions referred to a parent should be answered truthfully by saying, "No, the moon is not made out of green cheese."

When older children quarrel, instead of separating them, put them together to settle the argu-

ment peacefully. It is well to have a table between them to separate them physically, but they face each other until they can come to an agreement.

Fighting or Hurting Other Children

Usually a fight makes a bad matter worse; therefore one seldom encourages children to fight even in self-defense. The timid child usually is the loser, and the combative child feels he has permission to hurt others. Teach children to be kind and gentle and to be friendly with all, even those who are not very nice to us. If it is necessary for the child to pass by a group of "roughnecks," an adult should go with him.

The little toddler may decide to bite, scratch, kick, and slap any child that he considers a menace. To bite him back seldom does any good, for he does not realize that others have pain. We find the cause of his trouble first. The older child may have his toys, or he may feel that the baby has stolen his parents from him. Never should the older child be allowed to feel that the younger has crowded him out of his parents' love and affection, and each child should have his own toys. These major precautions will cut fighting down to a minimum. But certainly as long as two little tots are together some adult should be within arms' distance to act as referee in case of combat, which is almost sure to follow.

What Is Your Score?

	Today	6 months later
1. Is it love that prompts you to correct your child?	-----	-----
2. Do you have the child's future welfare in mind when you punish him?	-----	-----
3. Are your emotions under control when you correct your child?	-----	-----
4. When your child disobeys, do you first look for the cause?	-----	-----
5. Do you search for the best remedy?	-----	-----
6. Do you have confidence in your methods?	-----	-----
7. Does your child know you expect obedience?	-----	-----
8. Do you refrain from punishing for ignorance, accidents, or nervous habits?	-----	-----
9. When you begin a correction do you continue through to victory?	-----	-----
10. Do you let the child know you are happy when he has overcome some defect?	-----	-----
11. Is corporal punishment always given in private?	-----	-----
12. Do you refrain from fighting, slapping, or scolding?	-----	-----
13. Are you determined to conquer stubbornness, temper tantrums, and willful disobedience in your child?	-----	-----
14. Does your voice invite obedience?	-----	-----
15. Do you study how to prevent disobedience?	-----	-----
16. Do your children respect their parents and teachers?	-----	-----
17. Is whining nipped in the bud?	-----	-----
18. Are your requests few and clearly defined?	-----	-----
19. Does your discipline strengthen your child's will power?	-----	-----
20. After the punishment, is the matter considered settled and never mentioned again?	-----	-----
Total Score	-----	-----

KEY

0—Never
1—Seldom
2—Occasionally

3—Often
4—Usually
5—Always

CHARACTER BUILDING IN CHILDHOOD

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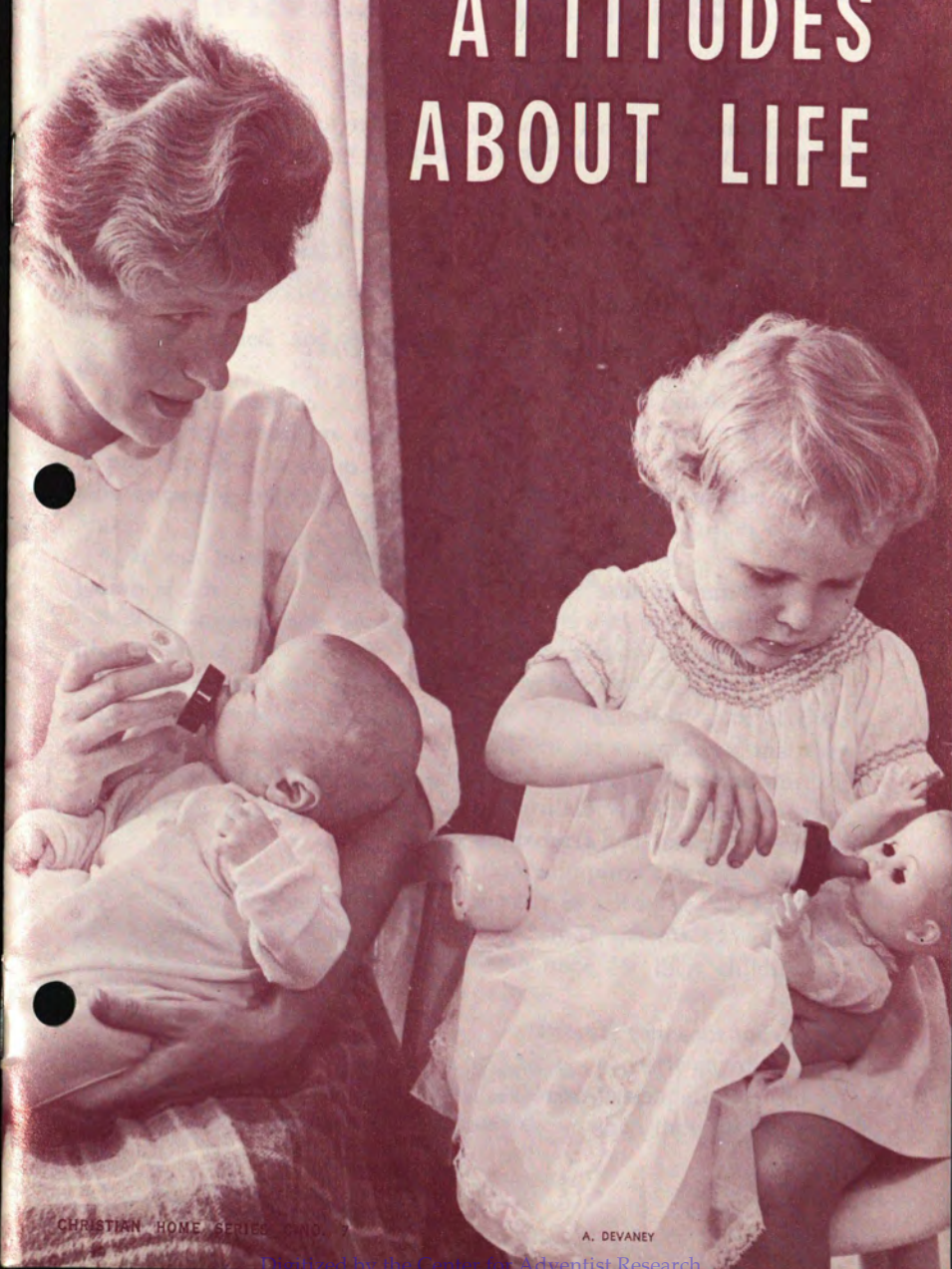
1. Teaching Reverence
2. Sabbath Afternoon and Family Worship
3. When Children Go to Church
4. Making Obedience Fun
5. The Way He Should Go
6. When Children Disobey
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8. Explaining Life
9. Health and Happiness
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WHOLESOME ATTITUDES ABOUT LIFE



CHRISTIAN HOME SERIES, NO. 7

A. DEVANEY

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This pamphlet can be used for individual study or for group discussion.

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Each individual will need his own copy for personal study and reference whether or not he belongs to a study group.

Group study

The Home and School Association, whether in a general meeting or in special study groups, can use this pamphlet as the basis for discussion.

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ILLUSTRATIONS BY HARRY BAERG

PRINTED IN U.S.A.

Department of Education
General Conference of Seventh-day Adventists
Washington, D.C.

003930-7

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WHOLESOME ATTITUDES ABOUT LIFE

WHAT ONE SHOULD KNOW

1. God formed and fashioned the body.
2. It is His temple.
3. One who considers the body or any part of it as cheap or common is casting reflection upon its Maker.
4. It was made to be the custodian of life.
5. The organs that reproduce life are sacred.
6. One defiles the temple of God by neglecting or misusing the body.
7. One glorifies God by keeping the body pure and holy.

WHY WHOLESOME ATTITUDES ARE NECESSARY

1. "From their infancy, children should be taught lessons of purity.

Mothers cannot too early begin to fill the minds of their children with pure, holy thoughts. And one way of doing this is to keep everything about them clean and pure."—CH 103.

2. "Unless the minds of our children are firmly balanced by religious principle, their morals will become corrupted by the vicious examples with which they come in contact."—CG 460.

3. "One corrupt mind can sow more evil seed in a short period of time than many can root out in a whole lifetime."—CG 443.

4. "The minds of some of these children are so weakened that they have but one half or one third of the brilliancy of intellect that they might have had, had they been virtuous and pure. They have thrown it away in self-abuse."—CG 445.

5. "Until parents arouse, there is no hope for their children."—CG 456.

6. "Parents, your sons and daughters are not properly guarded. They should never be permitted to go and come when they please, with-

out your knowledge and consent. The unbounded freedom granted to children at this age has proved the ruin of thousands. How many are allowed to be in the streets at night, and parents are content to be ignorant of the associates of their children."—FE 63.

7. "Let them visit your children in your presence; and in no case allow these associates to lodge in the same bed or even in the same room."—CG 460.

8. "Do not allow them to be out in the evening unless you know where they are and what they are doing. Instruct them in the principles of moral purity."—CH 430.

9. "Do not allow them to be alone with other children. Give them your special care."—CG 114.

10. "A child left to himself bringeth his mother to shame" (Prov. 29:15).

HOW ATTITUDES ARE DEVELOPED

(NOTE: This pamphlet has been written to act as a guide to parents of prepuberty children. Wholesome attitudes regarding sex begin with the infant. Since attitudes are taught more by daily experiences than by a recital of facts, the ordinary daily routine of the child is discussed in its relationship to the teaching of purity. Each parent will wish to adapt this material to suit his own needs and circumstances and give this instruction to his child

over a period of time, here a little and there a little.)

By Having Wholesome Experiences

Wholesome attitudes are formed by having wholesome experiences. What the child sees, hears, feels, smells, and tastes day by day become a part of him. His attitudes will be formed from his daily experiences. The baby's mind is an open page on which parents write with indelible ink. *Their* attitudes very likely will be *his*.

If the parents regard the body as the temple of God, the child will naturally have a most wholesome attitude toward life. But if they have a cheap regard of sex, the child's attitude likely will be warped and perverted, which will make it almost impossible for him to be drawn closer to the Author of life. One's hope of eternal life depends upon his attitude toward this life.

Ignorance is not the same as innocence. The truth must be taught. To neglect a child's education concerning the facts of life is a sin. Parents cannot leave so vital a question to chance and be guiltless in the sight of heaven. They must help their children form wholesome attitudes that are essential to salvation. In doing this they should guard the three "I's"—*Irritation, Investigation, and Information.*

By Avoiding Irritations

As the temple of God, the body should be kept clean and pure.

Cleanliness of body is essential to cleanliness of mind. The body should be kept clean, the clothes should be clean, the room, the toys, the house, and the yard.

"Mothers, if you desire your children's thoughts to be pure, let their surroundings be pure. Let their sleeping rooms be scrupulously neat and clean. . . . See that the children have a daily bath, followed by friction till their bodies are aglow. Tell them that God does not like to see His children with unclean bodies and ragged garments. Then go further, and speak of in-

ward purity. Let it be your constant effort to uplift and ennoble your children."—CH 103.

No good housewife would think of allowing the dishes to go unwashed all day. But bathing the baby is far more essential. His tender skin requires slow, gentle strokes, yet thoroughness is necessary. In washing the genitals of a baby boy who has not been circumcised, the foreskin should be pulled back gently to permit proper washing, and always pulled forward again afterward. The baby girl should have the lips of the vulva



Clean bodies and clothes are necessary for clean thinking.

separated gently and the inside washed with *downward* strokes only, never upward. This should be done every day. When the children are old enough to bathe themselves, they should be taught to follow this same procedure. A daily bath is beneficial physically, mentally, and morally. This habit begun in infancy should be a blessing for life.

The newborn infant can be changed before and after each feeding, but by the time he is a few weeks old the diaper should be changed as soon as it becomes soiled. To allow a baby to go with wet or soiled clothes is likely to cause irritation. The baby should be thoroughly washed, dried, and powdered, and a freshly laundered

diaper used. Whether the baby sleeps under covers or in a sleeping bag, everything about his bed should be sweet and clean.

Clean sand and good garden soil are beneficial to children, but garbage, decayed leaves, and germ-laden refuse should never be allowed to pollute the yard where the children play. Do not permit them to play in stagnant pools or in the dust in roads or paths.

C-l-o-t-h-e-s

Not only should the clothes of the child be clean but they should be comfortably loose. They should not be clumsy, but loose enough to allow freedom of movement. The weight of the clothes should



Clothes should be loose and comfortable, with the weight supported from the shoulders.

be borne from the shoulders and not by belts, garters, or rubber bands. If full-grown men find that suspenders are better for their health than belts, certainly growing babies and children should not have their little bodies restricted.

"Tight bands or waists hinder the action of the heart and lungs, and should be avoided. No part of the body should at any time be made uncomfortable by clothing that compresses any organ or restricts its freedom of movement. The clothing of all children should be loose enough to admit of the freest and fullest respiration, and so arranged that the shoulders will support its weight."—MH 382.

"Nothing of an irritating character should touch the bodies of children, nor should their clothing be allowed to bind them in any way. If more attention were given to this subject, far less impurity would be practiced."—CG 462.

Physical Examination

It is advisable to have the baby examined early in life by a physician to see whether it needs medical attention. The urine may be too acid, or the prepuce (foreskin) of the penis in the boy, and of the clitoris in the girl, may be so tight that irritation is caused. A minor surgical operation, known as circumcision, will often relieve this irritation.

When there is irritation about the genitals from any cause, it is only natural that the child should

seek to relieve it by rubbing or handling them. If this is repeated too often, the habit of masturbation may develop. Here, as in so many other things, prevention is better than cure. "Moral pollution has done more than every other evil to cause the race to degenerate. It is practiced to an alarming extent, and brings on disease of almost every description."—2T 391. "Some children begin to practice self-pollution in their infancy."—2T 481.

C-a-u-t-i-o-n

To be forewarned is to be forearmed. Although the practice is far from general, it is well for parents to know that some infants and young children have been taught self-abuse by ignorant or unscrupulous baby sitters. They have heard or have discovered that by gently rubbing the genitals, a baby will become quiet. Through sheer ignorance of the harmful effects on the baby or through criminal indifference of the child's welfare, these persons have taught the child to masturbate. For more than one reason, the child who has his own mother to care for him continuously is fortunate.

By Supervising the Investigation

As the baby grows it is only natural that he will investigate the different parts of his body. At first he may stare at his fist, seemingly wondering whether it belongs to

him. He will grab his big toe and taste it to see—well, just to see what it's like. Daddy and Mother often become hilarious in watching baby's antics with his discovery of hands and feet.

Sometime, sooner or later, he will discover his genitals. This is not necessarily a sign that there is irritation there. Nor is it a sign that he is "bad" or has started the evil habit of masturbation. He has just made another discovery, and Father and Mother should consider it as such and nothing more. To frown, scold, or slap his hands is very likely to call undue attention to this act and cause him to repeat it. The best plan is to attract his attention to something else.

As soon as he is old enough to begin to splash and play in his bath water he should have some kind of floating toy. During the sun bath also he should have something in his hand with which to play. Babies that have no physical maladjustments, are kept sweet and clean, are kept interested and busy in play, are comfortably clothed day and night, and have the satisfaction of Mother's love, seldom form any habits that will develop into impurity.

Babies that are neglected, allowed to wear wet and even soiled diapers until irritation develops, or have tight clothes, and no one to love them or care for them except an older child or indifferent nursemaid, are more than likely to form the habit of masturbation.

S-l-e-e-p-i-n-g

The sleeping arrangements of the child mean so much in the forming of his attitudes. The ideal is for each child to have his own bed. The little extra cost is soon forgotten, but the value gained is there for life.

The baby, of course, has his own little crib, which is usually right near Mother's bed until he is between eighteen and twenty-four months of age. Then it is time for him to leave his parents' room. Every month after this makes it harder for him to be "weaned" away from Mother. Older children should not occupy the same bedroom with their parents.

Double-decker or twin beds answer the purpose very well for families with more than one child. Usually preschool children like to sleep in the same room with one another, which is quite all right. But by the time they are ready for school it is advisable for the boys to have a room to themselves and the girls to have a room to themselves.

Children should be taught right



Put the child to bed on his side with the hands outside the cover.

from the start that they go to bed to sleep, not to play or visit. Here regularity is essential. The habit should be formed of going to bed at a certain time each night and going right to sleep.

If the child has a tendency to put his hands or an object between his legs, he should be encouraged to go to sleep on his side. To be sure, he will turn in nearly every direction before the night is over, but while going to sleep he should be on his side with the hands just outside the cover. Instead of calling attention to where he should *not* put his hands, it is better to turn him in the proper position, saying simply, "You can rest better this way."

The children should be taught to get up at the regular time each morning. They should not be allowed to lie awake in bed for a long period of time.

Night Visiting

Many a son and many a daughter would have been spared an introduction to impure thoughts and deeds had they been at home in

their own beds instead of spending the night with friends or relatives. The fact that children are related does not mean that Satan will not try to tempt them.

In writing about her own experience in her own home, Ellen G. White wrote as follows: "Neighbors may permit their children to come to your house to spend the evening and the night with your children. Here is a trial and a choice for you, to run the risk of offending your neighbors by sending their children to their own home, or gratify them, and let them lodge with your children, and thus expose them to be instructed in that knowledge which would be a lifelong curse to them. To save my children from becoming corrupted, I have not allowed them to sleep in the same bed, or in the same room, with other boys, and have, as occasion has required, when traveling, made a scanty bed upon the floor for them, rather than have them lodge with others."—CG 114, 115.

By Controlling the Information

Teach your child the correct names for the sexual organs as well as for the other parts of the body. To permit him to refer to body eliminations or to the sex organs with homemade names may sound "cute" at first, but is sure to cause endless embarrassment later on for him and others. Teachers, preachers, and others have more than once been unnecessarily embarrassed to find that some word they have used

correctly has an obscene meaning in the minds of some of the children. Often a good spiritual lesson is thus turned into sacrilege. Homemade names are often suggestive of something cheap and sinful, whereas the correct words are modest, proper, and informative. By the time a child is ready for school he should know the correct meaning of the words concerning his own body, like abdomen, buttocks, groin, hip, thigh, navel, anus, penis, testicle, vulva, and breast.

Sex Differences

The preschool age is the best time for a child to learn sex differences, for at least two major reasons. First, it is much safer and more wholesome to learn this at Mother's knee than from some street acquaintance; and second, there is very little sexual emotion in a child at this age.

Sooner or later the child will learn from some source that there is a difference between a boy and a girl. Natural curiosity will seek to know what this difference is and will continue until satisfied. If not satisfied in a wholesome way, it is very likely to lead to secret schemes and devices that are freighted with all kinds of harmful consequences. It is the wrong or perverted use of the body that is degrading and sinful.

The question of teaching the difference between male and female is very simple indeed in families where there are both a boy and a

girl of preschool age. Bath time and dressing time afford natural opportunities for each to notice and ask questions. Mother is always present and can answer the questions in a proper manner. She should let her children know that Jesus made both boys and girls and that both are perfectly normal. Later Mother may wish to add that boys will grow up to be fathers and girls will grow up to be mothers.

The question is a little more complicated when there is only one child of preschool age, or when both children are of the same sex. But sometime during this period a friend or neighbor will want you to care for her baby for a day. Without previous comment ask your little boy or girl to help you dress or bathe the baby. No attempt should be made to expose or to conceal anything. Bathe or dress the baby as you would on any other occasion. Generally your child will ask questions that will afford you the opportunity to give the proper instruction.

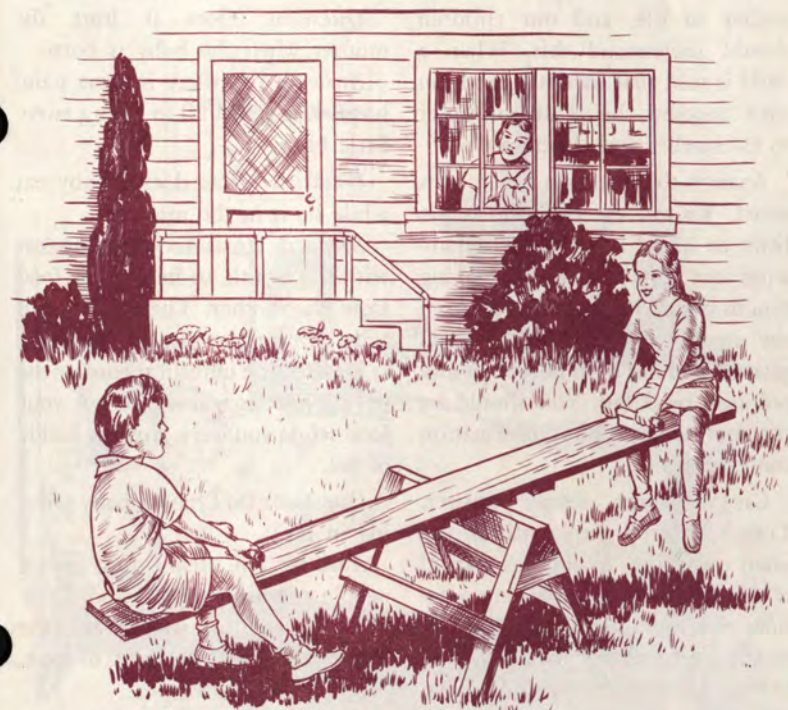
As far as teaching purity is concerned, the number of times your child helps you bathe or dress the visiting baby is of little importance. It is important, however, that Mother be present. She can tell very quickly the difference between innocent curiosity and an erotic stare. Children who have had their first lesson from the street are much harder to teach, and divine wisdom is needed to know how to deal with them.

A preschool child learns very little sex difference in seeing an adult or an older child who has reached puberty. He can learn more from a child near his own age. There is a wide difference of opinion about the advisability of how free parents themselves should be around their small children. The middle-of-the-road position, as in nearly every other question, will attract the least attention. For Father and Mother to expose themselves carelessly or needlessly is certainly not teaching the child modesty or proper respect for the body. On the other hand, unnecessary curiosity will be

aroused if Father and Mother always bathe behind closed doors. The most wholesome attitude is to allow the small children to enter the dressing room or bathroom at any time without remark or comment.

Answering Questions

Every question the child asks concerning life is an opportunity to direct his attention to the Author of life. No better opportunity will ever be offered than in these first few years to give your child the right attitude toward life and to instill into him proper respect for his



Mother should know where her children are and what they are doing at all times.

body. His little mind has not been soiled by foul stories and distorted facts. These *first* impressions will stay by him as long as he lives.

Give the correct answer to the best of your knowledge. To state deliberately that "the stork brought baby brother" or that "the doctor had him in his black bag" is a double sin. First, it is breaking the ninth commandment, and second, it is belittling or cheapening a sacred event. Telling a falsehood about birth or whispering the answer in embarrassment gives the impression that there is something shameful or even sinful connected with it. This is wrong. God is the author of life, and our children should understand this. When a child is told that babies come from their mothers, he is drawn closer to his mother and closer to God.

Answer the question when it is asked. To tell the child he is too little to know is not only an untruth but is in reality encouraging him to obtain his information from the street, where the wonderful plan of God has been perverted and polluted by Satan. You should be the first to give him information concerning life.

Give a short, simple answer. Long, involved explanations are often confusing. As soon as a child is old enough to begin asking questions concerning birth, the parents should begin telling him stories of babies being born—baby Moses, baby Samuel, baby John, baby Jesus. Also tell current stories of

little babies in the neighborhood and stories about his own birth. He will thrill at your recital of how happy you were when you knew that he was on the way.

As the child grows older he will have more and more questions, which should be answered in the same correct, simple manner as the first one. Although each parent will want to answer the questions in his own way, the following might serve as a guide.

Question: If the baby is inside its mother, how will it get out?

Answer: God has prepared an opening between the mother's legs where the little baby can come out.

Question: Does it hurt the mother when the baby is born?

Answer: Yes, there is some pain, but it is worth it all to have a sweet little baby.

Question: How does a baby eat while he is in the mother?

Answer: He is too little to eat with his mouth, so he gets his food from the mother. There is a small tube going right into his stomach. It is called the umbilical cord or the navel. That is where you got your food while you were growing inside of me.

Question: Do I have a baby growing in me?

Answer: No, dear, only grown people can have babies. God is certainly thoughtful to see that the little babies get the best of care, isn't He?

Question: How does a baby start to grow?

Answer: The daddy must start it. God is so anxious that the little babies will be cared for properly that He has planned that each one will have a father and a mother.

As the child is drawn closer to his mother when he realizes that he is a part of her and grew in her body, just so he will be drawn closer to his father when he realizes that he is a part of him too. He will have more respect for him and a greater desire to care for his own body.

Children should always be cautioned against talking about these things before others. A mother might say, "Now this is our little

secret. We do not talk about these things to just anyone. Some mothers do not tell their children, and they get everything all wrong. Anytime you want to know anything, you come to me and I will tell you. But do not talk about these things with other children, or with anyone except just Daddy and me."

Unwholesome Experiences

Even in the best of homes with all the precaution that a Christian parent can take, it seems that sometime, sooner or later, that child of yours will come in contact with the wrong story or hear or see that



Children should be at home in their own beds at night and not visiting with friends.

which he should not. When the child brings home a report that is off color, treat it as you do any other news. At the conclusion of his story one might add, "Well, Johnny certainly got things mixed up, didn't he? I don't believe his mother ever told him what was right. Aren't you glad you know the truth? Poor fellow, I feel sorry for Johnny. If he goes on thinking those things and talking that way he will displease God. God does not want to hear boys and girls telling things that way. He wants us to know the truth. Only those who are pure in heart will see God."

Let the matter drop right then and there. Often, to say any more would only impress the evil thought deeper in his mind. You have stated that it was untrue, that God dislikes this type of story, that your child knows the truth. Let it rest. *However*, you should be on your guard that this experience is not repeated. "In all His dealings with Israel, God urged upon them the importance of guarding the associations of their children."—MH 403.

It is well to forewarn your child that there are misinformed children in the world, and when they begin to tell things that are not right it would be noble if he would try to change the subject. If the other child insists on talking about these things, your child should leave. It takes only one morally corrupt child to contaminate a whole neighborhood.

For this reason alone, if for no

other, it pays to see that all your child's play periods are supervised. It is the duty of parents to choose their children's playmates, and not permit them to be ruined by vicious companions.

It is also the duty of parents to limit the number of play periods with other children to a proper amount. Far better have the neighbor children come to your home at certain times where you can see and hear what is going on than to permit your child to go to homes where he will not be properly supervised. Mother can carry on her home work fairly well while supervising the play period. But if one or the other has to be neglected, better let the housework go than neglect the child. One evil lesson may take weeks to counteract. As long as the children are loud in their play and can be heard without effort, the chances are that nothing very bad is going on. But the moment they become quiet and still is the very moment an investigation on the part of the parent should begin.

Some parents claim that they trust their children when in reality they neglect them. There is a vast difference between the two. To permit temptations too great for them, or to expose them to the wiles of the devil, is not trusting them.

"Parents generally put too much confidence in their children; for often when the parents are confiding in them, they are in concealed iniquity. Parents, watch your children with a jealous care."—IT 156.

WHAT IS YOUR SCORE?

	Today	6 months later
1. I see that the baby has his bath every day.		
2. I change the baby's diaper every time it is wet or soiled.		
3. I keep the house and yard clean.		
4. My children's clothes are loose and comfortable.		
5. Each child has his own bed.		
6. The children have a room separate from the parents.		
7. My children do not spend the night with their friends.		
8. The door into the children's room is left open at night.		
9. My children go to sleep promptly when they go to bed.		
10. My children get up promptly when they awake in the morning.		
11. My children know and use the correct names pertaining to the body.		
12. I answer all their questions about life truthfully and simply.		
13. I make it my business to know where my children are at all times.		
14. I make it my business to know what they are doing at all times.		
15. I expect my children to come home after school in the shortest time possible.		
16. I insist that all my children's time be profitably occupied. (No idle moments.)		
17. I teach my child that God is the author of life.		
18. I teach my child that the body is the temple of God.		
19. I teach my child that to joke about the body is sin.		
20. I teach my child that God requires him to keep his body in good health.		
Total Score		

KEY

0—Never

1—Seldom

2—Occasionally

3—Often

4—Usually

5—Always

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PRINTED IN U.S.A.

Department of Education
General Conference of Seventh-day Adventists
Washington, D.C.

003930-8

EXPLAINING LIFE

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WHAT ONE SHOULD KNOW

1. Life comes from God.
2. It is valuable; it is God's greatest gift to man.
3. Life has been given to man only on condition that he care for it properly.
4. Life and love are inseparable; neither can exist without the other.
5. God has ordained that the home shall be the custodian of life and the family its expression of love.
6. Parents are responsible for explaining life to their children.
7. Children are to honor those who brought life to them.
8. Life comes in the form of a body; therefore the way one treats the body is the way one regards life.
9. The way one regards this temporal life indicates his fitness for eternal life.

WHY ONE SHOULD UNDERSTAND LIFE

1. "God created man in his own image, in the image of God created he him; male and female created he them" (Gen. 1:27).
2. "Every child and youth should have a knowledge of himself. He should understand the physical habitation that God has given him, and the laws by which it is kept in health."—MH 402.
3. "Let not the children be neglected. Burdened with many cares, mothers sometimes feel that they can not take time patiently to instruct their little ones, and give them love and sympathy. But they should remember that if the children do not find in their parents and in their home that which will satisfy their desire for sympathy and companionship, they will look to other sources, where both mind and character may be endangered."—MH 389.

4. "Instruct them in the principles of moral purity. If you have neglected to teach them line upon line, precept upon precept, here a little and there a little, begin at once to do your duty. Take up your responsibilities and work for time and for eternity."—7T 66.

5. "Teach them that to yield to temptation is weak and wicked; to resist, noble and manly."—MH 386.

6. "You will have to become a faithful sentinel over your eyes, ears, and all your senses if you would control your mind and prevent vain and corrupt thoughts from staining your soul."—CG 464.

7. "Avoid reading and seeing things which will suggest impure thoughts."—CG 465.

8. "Exciting love stories and impure pictures have a corrupting influence."—CG 439.

9. "It is the special work of Satan in these last days to take possession of the minds of youth, to corrupt the thoughts and inflame the passions."—CG 440.

10. "What can be done to stay the tide of evil? Parents can do much if they will."—CG 455.

11. "They [parents and guardians] must give the needed instruction, and in addition to this they must exercise unceasing watchfulness."—CG 113.

12. "The associations they [the children] form, the books they read, the habits they cherish—all must be guarded."—CG 114.

13. Do not "allow your children

to associate with other children without being present to know what kind of education they are receiving."—CG 114.

14. "It is a crime for mothers to allow themselves to remain in ignorance in regard to the habits of their children."—CG 457.

15. "They [parents] let them visit other young friends . . . and even go from their parental watch care, some distance from home. . . . Satan improves all such opportunities."—CG 460.

HOW LIFE REVEALS GOD'S LOVE

(Note: There are certain facts concerning life that a parent should give to his child, but far more important than factual knowledge is the attitude imparted. Since attitudes are taught more by the tone of voice and the facial expression than by the words spoken, no written formula can answer the need. Each parent must have a wholesome attitude toward life himself. Although the whole range of sex information concerning the prepuberty child is covered, no parent would present all of these facts in one sitting, but would teach here a little and there a little over a period of years. The best way is to answer the child's questions when he asks them.)

In Children

What picture is more beautiful than the face of a baby? What music is sweeter than the laughter of a happy child? Fresh from the hand of God, he turns our thoughts to heaven above. A little bundle of love, so sweet, so pure, so innocent; he fills our home with laughter and glee, and our hearts with joy and gladness. The world may not know us, our friends may forget us, but his love for us is constant and

sure. No earthly sovereign is so important to him as his father. No beauty queen is so attractive as his mother. Love unfailing, love unbounding, is in store for those who have children in the home.

God gave us children that we might understand the nature of His love for us more fully. He could have created us all fully grown as He did Adam and Eve, but He did not. He had a better plan, a plan that would permit us to unite with



Parental love is the nearest approach to divine love that is entrusted to men.

Him in creating people for this earth, and thus share with Him parental love. When Father and Mother look for the first time into the face of their newborn babe, there flows into their hearts a new kind of love—a love that knows no limit, a love that makes the most menial task a pleasure, and the hardest work a joy. Self is forgotten in the all-absorbing interest of the child. Parental love is the nearest approach to divine love that is entrusted to man.

It was after Enoch became a father that he walked with God. Seeing the implicit faith, the confidence, his child had in him, Enoch was in a position more fully to comprehend his relationship to God. "After the birth of his first son, Enoch reached a higher experience; he was drawn into a closer relationship with God. He realized more fully his own obligations and responsibility as a son of God. And as he saw the child's love for its father, its simple trust in his protection; as he felt the deep, yearning tenderness of his own heart for that first-born son, he learned a precious lesson of the wonderful love of God to men in the gift of His Son, and the confidence which the children of God may repose in their heavenly Father. The infinite, unfathomable love of God through Christ, became the subject of his meditations day and night."—PP 84.

Some may think it passing strange that the prodigal son was recog-



God provides the baby's food.

nized by the father and not by one of the hired servants before he reached the house and gave proof of his identity, for the record states that the father saw him and knew him "when he was yet a great way off." Parents know why it was and how this could be. Only a father can understand the heart anguish David suffered over the death of that haughty, rebellious son Absalom. Only a parent of a wayward child knows how the heart of God yearns for His lost children. To them God's cry to backslidden Israel, "How shall I give thee up, Ephraim?" (Hosea 11:8) has a depth of meaning little comprehended by others.

Truly the relationship between parent and child is a living picture of the connection between God and

man. Time and again this intimate relationship is brought to our attention in such tender expressions as these: "Our Father"; "Like as a father"; "He that toucheth you toucheth the apple of his eye"; "Can a woman forget her sucking child, that she should not have compassion on the son of her womb?"; "Behold, I have graven thee upon the palms of my hands; thy walls are constantly before me"; "I will be his God, and he shall be my son."

The sweetest and tenderest words used in any language are centered around the family—mother, father, brother, son, sister, daughter. God's plan is that there shall be children in the home. "He ordained that men and women should be united in holy wedlock, to rear families whose members . . . should be recognized as members of the family above."—MH 356.

To our first parents these words were spoken, "Be fruitful, and multiply, and replenish the earth" (Gen. 1:28). This same admonition was repeated to Noah after the Flood, and to Jacob upon his return to Canaan. "Every child born into the home is a sacred trust. God says to the parents, Take this child and bring it up for Me, that it may be an honor to My name, and a channel through which My blessings shall flow to the world."—FE 416.

"Very few realize the benefits of the care, responsibility, and experience that children bring to the fam-

ily."—2T 647. "No other work can equal hers [the mother's] in importance. She has not, like the artist, to paint a form of beauty upon canvas, nor, like the sculptor, to chisel it from marble. She has not, like the author, to embody a noble thought in words of power, nor, like the musician, to express a beautiful sentiment in melody. It is hers, with the help of God, to develop in a human soul the likeness of the divine."—MH 378. "Many are diseased physically, mentally, and morally, because their attention is turned almost exclusively to themselves. They might be saved from stagnation by the healthy vitality of younger and varying minds, and the restless energy of children."—2T 647.

Furthermore, life on this earth is a training school where one receives the needed preparation to be able to sit with Christ on His throne and reign with Him. To those who have proved true to their trust on earth and are ready for greater responsibilities, the words will be spoken, "Thou hast been faithful over a few things, I will make thee ruler over many things." Where could one receive a better training in God's method of ruling than over his own family? Here one has the child from the beginning of his life, unaffected by former teaching, and at the most impressionable period of his life; thus a little one is given to parents where the principles of heaven may be studied and applied.

In Parents

God has ordained that the home shall be the custodian of life and that the family shall be its expression of love. Here love is to grow like a plant and flourish like a flower. Here life is to be sacredly guarded and cared for tenderly. To abuse it or mistreat it is to insult God who has entrusted it with us. It is a sin for a child to be born outside of wedlock or for it to be neglected after it is born. God's love for the child forbids placing such a wicked handicap upon an innocent victim. His plan is that every child shall have a father and a mother to care for it in a home that is founded on love. Before a new life is begun, the home is to be established by two individuals who are fully matured physically, mentally, and emotionally.

God desires us to respect the ones who brought life to us and to honor those who begat us. He says, "Honour thy father and thy mother; that thy days may be long upon the land which the Lord thy God giveth thee." This commandment is unique in that it is the one and only positive commandment of the ten, the other nine being negative. Those who honor the parents who brought life to them will have their own lives prolonged.

It would be very interesting indeed to the most of us if we knew who our forefathers were and what they did in the days of George Washington or Columbus or Luther or Paul or Daniel or David.

But our records are incomplete. However, if we go back a hundred generations more or less, we do come to a relative whose deeds are known. From here on the tracing of our ancestry is easy. "Noe, which was the son of Lamech, which was

the son of Mathusala, which was the son of Enoch, which was the son of Jared, which was the son of Maleleel, which was the son of Cainan, which was the son of Enos, which was the son of Seth, which was the Son of Adam, which was

the son of God" (Luke 3:36-38).

What an awe-inspiring thought to know we are direct descendants of the King of kings, the Lord of all, the Creator of heaven and earth. "Now are we the sons of God, and it doth not yet appear what we shall be: but we know that, when he shall appear, we shall be like him; for we shall see him as he is" (1 John 3:2).

It is our duty and our privilege to cultivate and to develop the family characteristics. Of all such, Jesus, the Son of God, "is not ashamed to call them brethren" (Heb. 2:11). How different life appears to one who realizes his exalted heritage than to one who is taught the debasing theory of evolution.

The mother's role is unique. For a time the child is entirely dependent upon her for everything, even life itself. Gradually as the child grows and develops he is able to do more and more for himself until at last he is capable of thinking and acting as an adult. During all these changes that come to the child from infancy to adulthood, mother's love remains constant and sure. She loves her child as long as there is breath in her body. Her smile, the tone of her voice, the touch of her hand, prepares the baby's mind to understand the love of God.

From the moment a little new life begins in the mother's body, God's love and wisdom are revealed by the way it is uniquely nourished. The right amount of food is stored



The way one treats the body is the way one regards life.

up in the tiny vehicle that will carry the baby from the ovary to the uterus. By the time the food is all used up, the several days' journey is over. Here in the uterus an abundance of good food is waiting for the baby. And it is all nice and fresh too. If the baby does not arrive shortly after the uterus has been supplied with food, there is a general housecleaning and all that food is thrown out into the garbage. This housecleaning (menstruation) usually takes place about every twenty-eight days. Then after a rest period, fresh food is replaced in the uterus. Never does the baby arrive during "housecleaning" or when the "cupboard is bare." God sees to it that when the baby does arrive, the uterus is full of good fresh food.

Not only is there plenty of food provided for the little newcomer, but the softest little blankets (velvety folds of the endometrium) are ready to tuck him in a cozy little bed. Here he eats and sleeps and grows until he is no longer a tiny speck, but a real sure-enough baby with head, arms, legs, and body. He grows so large that he makes his mother's abdomen larger also. The larger *he* gets, the larger *she* gets.

In explaining this to a child, Mother might say, "Now what do you suppose would happen to the baby if mother should fall on her stomach or if something should hit her there? God must have thought of that, too, for He has placed something around the baby to pro-

tect him. What do you think could shield him the best? No, not iron or steel, but water! You know that you just cannot hurt a person by hitting him under water. That is why Jesus arranged for the baby to be in a bag of water. This is all right, for he does not breathe through his nose or eat through his mouth. While he is growing inside his mother, he gets all the air and nourishment he needs through a tube (umbilical cord) right in the middle of his stomach. After he is born he does not need this tube any more, and the door is closed. We call this closed door the navel (umbilicus).

"When the baby is big enough, he is born. That is, he leaves the mother's body through a special opening between her legs called the vagina. Now that he has come out into the world, he is hungry and must have food. But Daddy does not need to run to the store to get something for him to eat. Mother does not have to go to the kitchen to heat the needed milk. Dinner is all ready for him right in mother's breast. How wonderful God is to supply everything the baby needs!"

The care of the child is so important God has ordered that each one shall have two parents—a father and a mother. The father's additional strength, endurance, perseverance, courage, fortitude, and firmness coupled with the mother's tenderness, sympathy, gentleness, patience, and kindness give the child a clearer understanding of



Mother's first responsibility is to her family.

love. The little child feels secure in the strong arms of his father. All fear vanishes with him near. As he grows older and begins to realize the seriousness of life, he looks to his father for counsel and guidance.

Just as the child is drawn closer to his mother when he realizes that he is a part of her and that he grew inside her body, so the child who understands that he is a part of his father and grew in his body also will have greater respect and love for him. It thrills his little heart to see that his eyes are just like Daddy's, or his ears have the same shape as his. He will want to be more and more like his father and imitate his words and acts. It is easy for one who respects his father to have reverence for God.

When he is puzzled as to how he could be in both his father and his mother, we explain that first he grew inside his father's scrotum for many weeks, and later went up inside his body where he stayed for several weeks more. In spite of the fact that he was a very tiny little speck, he had in one cell all the

physical, mental, and emotional characteristics he would inherit from his father. During mating (coitus) this life cell (sperm) was transferred in some liquid (semen) into the mother's vagina and from there it found its way to the Fallopian tube where it united with her life cell (ovum). After about nine months in the mother's body, the baby is born.

How delighted the parents are to see him. Here in their arms is their own child made in the image of God, formed after His likeness. What a precious gift! What a sacred trust!

Our children "are placed in our care to be trained, not as heirs to the throne of an earthly empire, but as kings unto God, to reign through unending ages."—PP 244.

In the Individual

Life is so valuable that God has given it to us only on condition that we treat it properly. A hammer given to one person would enable him to build many useful things, but in the hands of another would make it possible for him to scar the furniture, break the windows, and damage the house. Life to some persons is a blessing, to others a curse. God is testing us now to see how we value life. Those who are careless with it, waste it, or abuse it, certainly will never be given so priceless a gift. But those who honor it, protect it, care for it, and use it aright will be given life eternal.

This life comes to me in the form of a body, and the way I treat my body reveals how I regard life. The hand God made to build and construct is used by some to destroy and kill. The voice God made to sing and pray is used by some to curse and swear. I glorify God by the way I use the different organs of my body, or I defile the temple of God. What others may say or do or think does not in any way change my responsibility to God. I have the power of choice and my decision is final. With exact precision God made the eye to see, but *I* decide what my eyes shall behold. With delicate skill God made the ear to hear, but *I* decide what my ears shall hear. The care of my body is an individual matter.

To be entrusted with life is indeed a great honor, but to be taken into partnership with the Creator and permitted to have part in bringing into existence a new life made in the image of God is a much greater honor. For anyone to look upon these organs as being cheap or common is casting reflection upon God, for He made them. To joke about sex or to be ashamed of these organs is a sin. The organs of reproduction are sacred and ought to be cared for in a way that will honor God.

From the very start children should be taught to keep their organs of reproduction clean and keep them covered—not that they have something shameful to hide, but something sacred to keep from

becoming common. They should not handle them needlessly or misuse them in any way themselves or permit anyone else to do so. They should never listen to a story or look at a picture or play a game that would cause them to lose respect for the body or to regard the organs of reproduction as being dirty or cheap. The Christian cares for his body as he would the temple of God.

In Nature

God's love and plan of life abound in nature. Object lessons are all about us. One mother wanted her young child to learn John 3:16, but the words were empty and meaningless to him until nature opened his understanding. While he was tenderly admiring a basket of darling little kittens, his mother asked, "Isn't God good to give us sweet little kittens to make us happy?" When he was gently playing with a puppy, she said, "God so loved the world that He gave us puppies." When he smelled the fragrant rose she repeated, "God so loved the world that He gave us beautiful roses." While he was enjoying some strawberries she reminded him, "God so loved the world that He gave us delicious strawberries." Thus through nature he was able to grasp something of the meaning of God's love for him as recorded in John 3:16. His little heart was drawn closer to the One who "so loved the world, that he gave his only begotten Son."

God's interest in the young is seen in the instinct given to the birds of the air to build their nests. He designed that before a new life is begun a home should be established. Long before an egg is laid the birds have built their nests with the protection and the welfare of the young ones uppermost in mind. Far removed from the strife and confusion of the city, the eagles build their nest on a lofty mountain crag, while the modest little

quails build their home on the ground for the safety of their children. But whether on the ground, in a tree, or on the mountaintop, the nest is designed for the best interest of the young. The location of the home is of prime importance. The home may be far from Father's work, but it must afford maximum opportunities for the children to live and grow.

Fortunate indeed is the child who lives on a farm and has parents who



The welfare of the young is of first consideration in locating the home.

point out to him some of the many lessons that can be learned about life from the domestic animals and pets. Before setting a hen, mother might break an egg open and call the child's attention to the fact that every fertilized egg has two parts—the tiny baby chick and a three-weeks' food supply. Heat from the mother hen's body enables the baby chick to grow. But in order to grow, he must have plenty of good food—and food he has. God placed all the nourishment he needs right inside the shell. By the time he has eaten all that food, he is big enough and strong enough to peck open the shell and come outside.

Practically all babies come from eggs—baby fish, baby birds, and baby animals. All eggs are not the same size. Some eggs are bigger than hens' eggs and some are much smaller. Some take longer to hatch and some take less time. The interesting part is that most fish and birds lay their eggs and hatch the babies out later, while most animals keep theirs inside them until their young are ready to be born. But whether large or small, whether of birds or of animals, every egg has two parts—that which will change into a new life like its parents, and the food that will nourish this new life for a time.

While the mother hen is sitting on the eggs, the parent can point out how important her family is to her. Day and night she sits right on that nest and keeps harm away. Her social standing, her own pleas-

ure, is nothing compared to her trust. Her family-to-be comes first. The child should be taught to give special care to the mother hen at this time, for the welfare of the young as well as the mother's own safety. He will be excited when the chicks hatch out and he can see them walking around. He will also notice how faithfully the mother cares for her little brood and does everything she can for their good.

It is just a step from the hen to the mother cat or mother dog. We explain that Tabby is planning to have a family also, just like the hen. But her family is still inside her. We must be extra careful with her and not hurt her and see that she has plenty of good food to eat, for she has a whole family to feed. The child will be overjoyed when the kittens arrive.

Children who have had these lessons are far more likely to be extra nice to mother when she is expecting a new arrival. They will like to run errands for her and help her all they can. They will also be interested in feeling the little fellow kick and will be eager to see him when he arrives. Children who have had no preparation like this are likely to feel shocked or rejected by their parents when a new baby comes. They may even hate the tiny newcomer.

Nature is an ever-present lesson book that abounds in apt illustrations that make God's plan of life clear and beautiful to us and to our children.

WHAT IS YOUR SCORE?

- | | Today | 6 months later |
|---|-------|----------------|
| 1. I recognize God as the Author of life and love. | _____ | _____ |
| 2. I realize that life and love are inseparable. | _____ | _____ |
| 3. I do everything I can to protect life. | _____ | _____ |
| 4. I regard my life as a sacred loan from God. | _____ | _____ |
| 5. I regard my child as a sacred trust from God. | _____ | _____ |
| 6. My first responsibility is the care of my child. | _____ | _____ |
| 7. I treat my body as the temple of God. | _____ | _____ |
| 8. I instruct my child to care for his body as the temple of God. | _____ | _____ |
| 9. I represent God to my child. | _____ | _____ |
| 10. I answer every question about life that my child asks. | _____ | _____ |
| 11. I try to give him the correct attitude toward life and its beginnings. | _____ | _____ |
| 12. I honor my own parents and the parents of my companion. | _____ | _____ |
| 13. I teach my child to honor both his father and mother. | _____ | _____ |
| 14. I teach my child that the organs of reproduction are sacred. | _____ | _____ |
| 15. I dislike stories, pictures, or remarks that cheapen life. | _____ | _____ |
| 16. I teach my child that each person chooses life or death. | _____ | _____ |
| 17. I use nature to illustrate God's love. | _____ | _____ |
| 18. Pets and animals help me in explaining life to my child. | _____ | _____ |
| 19. Marriage is God's institution; I do all in my power to preserve its sacredness. | _____ | _____ |
| 20. I am dedicated to make mine a happy Christian home. | _____ | _____ |

Total Score _____

KEY

0—Never

1—Seldom

2—Occasionally

3—Often

4—Usually

5—Always

CHARACTER BUILDING IN CHILDHOOD

Other pamphlets in this Christian Home Series C are:

1. Teaching Reverence
2. Sabbath Afternoon and Family Worship
3. When Children Go to Church
4. Making Obedience Fun
5. "The Way He Should Go"
6. When Children Disobey
7. Wholesome Attitudes About Life
8. Explaining Life
9. Health and Happiness
10. Teaching Honesty
11. Truthfulness Can Be Attractive
12. Work and Play



Order from your Book and Bible House

003930-9

HEALTH AND HAPPINESS



This pamphlet can be used for individual study or for group discussion.

Individual study

Each individual will need his own copy for personal study and reference whether or not he belongs to a study group.

Group study

The Home and School Association, whether in a general meeting or in special study groups, can use this pamphlet as the basis for discussion.

WRITTEN BY ARCHA O. DART



ILLUSTRATIONS BY HARRY BAERG

PRINTED IN U.S.A.

Department of Education
General Conference of Seventh-day Adventists
Washington, D.C.

003930-9

HEALTH AND HAPPINESS

ADVENTIST
HERITAGE CENTER
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WHAT PARENTS SHOULD TEACH

1. Health promotes happiness.
2. Happiness promotes health.
3. Health is the result of obeying nature's laws.
4. Happiness is the result of obeying God's law.
5. A Christian protects his health.
6. A Christian is happy.

WHY WE SHOULD HAVE HEALTH AND HAPPINESS

1. "Beloved, I wish above all things that thou mayest prosper and be in health, even as thy soul prospereth."—3 John 2.
2. "A contented mind, a cheerful spirit, is health to the body, and strength to the soul."—1T 702.
3. "Unless you cultivate a cheer-

ful, happy, grateful frame of mind, Satan will eventually lead you captive at his will."—1T 704.

4. "The influence of the mind on the body, as well as of the body on the mind, should be emphasized."—Ed 197.

5. "It is a religious duty to discipline the mind to dwell upon cheerful subjects."—CH 628.

6. "A merry heart doeth good like a medicine" (Prov. 17:22).

7. "Smile, parents; smile, teachers. If your heart is sad, let not your face reveal the fact."—CG 148.

8. "The husband and father who is morose, selfish, and overbearing, is not only unhappy himself, but he casts gloom upon all the inmates of his home."—MH 374.

9. "The mother should cultivate a cheerful, contented, happy disposition."—MH 374.

10. "Let it be your first aim to make a pleasant home."—MH 369.

11. "Recommend your religion . . . by its pleasantness."—MB (1956) 146.

12. "Happy is that people, whose God is the Lord" (Ps. 144:15).

HOW WE CAN HAVE HEALTH AND HAPPINESS

By Knowing God's Plan

God desires His children to be well and happy. His every word and act from the beginning of the world to the present time proves His interest in us. He made the earth to be inhabited, and created man to enjoy the works of His hands.

On the first day He created light, the very symbol of joy and gladness. And to man, whom He created on the sixth day, He gave eyes to behold the sun in all of its glorious splendor, eyes to see the gorgeous colors of the rainbow, eyes to appreciate the delicate tints and shades of the flowers.

On the second day He balanced the clouds and cushioned the earth with air. To man He gave the breath of life and nostrils to inhale the perfume of the zephyrs.

On the third day He carpeted the land with grass and bedecked the fields with flowers. He crowned the hills with trees, and made the earth bring forth her bounties. To man He gave a hunger for food, and taste buds to enhance his appetite.

On the fourth day God hung the sun in space and decorated the heavens with stars. To man He gave wisdom and understanding,

the power to think, the ability to reason.

On the fifth day He peopled the trees with birds and filled the sea with fish. To man He gave ears to appreciate the song of the nightingale and auditory power to hear the roar of the ocean.

On the sixth day He created the majestic beasts of the forests and the cattle upon a thousand hills. To man He gave the right to rule, the power of choice, the responsibility of making decisions.

On the seventh day He made the Sabbath for man. To man He gave time to appreciate the works of His hands, time to meditate on His goodness, time to enjoy the family.

No wonder Christians should always be cheerful. Their Father has created so many things for their delight and enjoyment and has made His sons and daughters to be happy. When His plan is followed they are happy indeed.

By Having Wholesome Attitudes

Some people are so afraid of death that they cannot enjoy life. Others worry about their health until they make themselves sick. Mildred's mother was so anxious about her little girl's health that she felt her head, looked at her tongue, and inquired hysterically about her symptoms every day. This in itself was enough to make Mildred sick, which it often did. In fact, this attitude could make her an invalid for life. It is equally as damaging as willful indifference to

the laws of health. Health promotes happiness. It comes through obedience to nature's laws.

Minor Bumps and Bruises. It seems that children are constantly falling down or getting hurt in some way. Fortunately, most of these bumps and bruises are of minor importance. The question is, What is the best way to deal with these everyday occurrences? Should mother go running to her child each and every time he falls and make a big fuss over the incident

in showing her sympathy? Or should she ignore all hurts and act as if nothing has happened? Both extremes have a harmful effect upon the child. For a person to say to a child, "That didn't hurt," when he knows very well that it did, shakes his confidence in that person.

When a child is in pain he needs a little love and sympathy. Mother can say, "It won't hurt long. Here, let Mother kiss it. Now, doesn't it feel better already?" Or, "What a



Worry in itself can cause one to be sick.

brave boy you are not to cry like some children! You are a big boy now and don't cry over every little thing." When he comes running to Mother with his bruised knee, she can at least look at it and let him know that she is sorry that it hurts. Often just the assurance that Mother still loves him and is interested in him is enough to give him the courage and the confidence to go back to his play.

If the skin is broken and there is danger of infection, Mother may wish to put a "funny little dress" (bandage) on it, or she may wish

to "paint a kitty" (put some mer-thiolate) on the place.

Serious Accidents. Sometimes accidents happen that are more than a simple scratch. This is no time for Mother to become hysterical or Father to become panicky. For one thing, cool self-control enables one to think better, to make wise decisions, and to give the proper kind of first aid while waiting for the doctor. Often the child who is injured is also frightened. Avoid scaring him more by asking in his presence, "Is he dead? Will he ever be able to walk again? Is his eye ruined



Children who are confined to their beds for a long time should have as much activity as their condition will permit.

for life? Will he bleed to death before we can get him to the hospital?" He needs the calm assurance that help is coming and that Mother (or Father) is right by him.

A stranger, no matter how great his medical skill, cannot soothe a frightened, injured child as his mother can if she is halfway calm herself. The touch of her hand, the low gentle tones of her voice, work like magic. A simple statement like, "The doctor can tell us what to do after he sees what the trouble is," gives him confidence in the doctor and assures him that he will be cared for.

Short Illnesses. It is a mistake to expose a child needlessly to a contagious disease, thinking that the more he has now the less he will have later. Children's diseases were not meant for children at all. They get them because their resistance is low. The more they have, the lower is their resistance. Far better prevent as many diseases as possible. The healthier a child is, the easier it will be for him to retain good health.

During measles, mumps, colds, and other short illnesses, the child should be made comfortable and kept reasonably quiet until the doctor declares that it is safe for him to return to school. Inasmuch as the child's resistance is lower at such times, special care must be taken to prevent complications or other diseases taking hold. A child must be cared for properly when he is sick.

But some children have discovered that whining about a stomach-ache is all that is necessary for them to be excused from all responsibility, and that holding the head is sufficient to release them from any and all unpleasant tasks. This procedure can greatly damage a child emotionally. A parent who is acquainted with his child can easily tell when he is actually ill and when he is feigning sickness; he judges by the color of the cheek, the expression in the eye, and the general behavior. If in doubt, the parent can feel his head and simply state, "I don't believe you have much fever, if any. This will probably pass over in a few minutes." Or, "Perhaps you would better stay in today. I shall call Harold and tell him that you cannot go in swimming as you had planned."

Long Illnesses. Children with rheumatic fever, polio, and other ailments may have to spend a long time in bed. We shall leave the treatment of the disease with the doctor, but our question at this time is, How shall we treat the sick child? Avoid referring to his sickness as "a terrible tragedy," "the worst calamity," "blasted hopes," et cetera. Nothing is gained by these dire expressions, and much is lost. Despondency can do more damage to the child than the disease itself.

It is encouraging for the child to hear remarks like these, "The doctor is so kind to Jimmy"; "How fortunate we are to have this hos-

pital bed"; "The visiting teacher is such a delightful person." Cheerfulness in the sick room is as beneficial as flowers. All conversation in the hearing of the patient should be pleasant and inspiring. He is interested in the activities of the family, the news of the neighborhood, and what is taking place in the church and in the school.

A child should engage in all the activity his condition will permit. It is normal to be active, and a patient with a long-term illness should follow as normal a daily schedule as possible. When he "gets up" in the morning, he should be dressed in his regular day clothes. It is depressing for a child to wear night clothes day after day. Although he may be confined to his bed, he can follow a program. If he is able, he should wash his own face and hands and comb his hair. In a word, he should be encouraged to do all he can for himself. After worship and breakfast, he may need a rest period, but if not, he should take up the first "duty" of the day. His program should be balanced to include studies, activities, and rest periods to give the needed change.

We concentrate on the things he can do and not on the things he cannot do. One polio patient who had lost control of his body from his waist down found a great deal of delight in taking orders for message-filled magazines by telephone. Not only could he help others this way but he was able to earn a neat

little sum of money for himself. He made a lot of new friends, too. A little girl made unique dolls out of pine cones, cornhusks, and rags. One lad did some expert carving on peach stones and made lions, elephants, and horses out of them.

A child who has a long spell of sickness can be ruined emotionally for life if he is not handled properly. A parent who feels that in some way he is to blame for his child's illness may try to atone for his "transgression" by becoming the child's slave night and day. He caters to his every whim and notion, and meekly bows to his every command. A child thus treated is seriously crippled emotionally. He is made incapable of taking responsibility, and feels abused when he

fails to get his way. Long-term patients should be treated as much like normal children as possible. They should care for themselves as far as they are physically able, take responsibility, and submit to their parents' judgment.

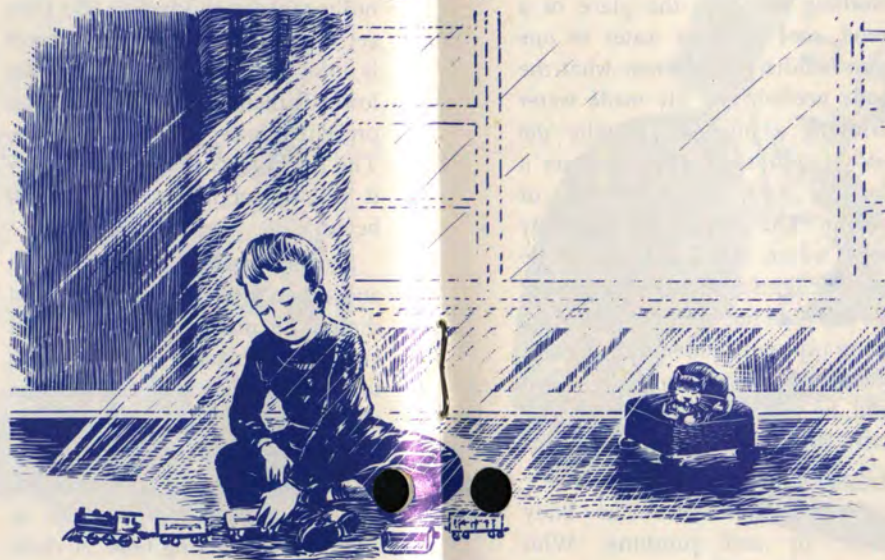
By Following Health Habits

Food. Did you know that it is fun to follow health habits? God has planned it so. The body needs nourishment, and it is a genuine pleasure to eat. Now food could have been supplied in the form of a capsule or in some bitter pill, but God had a more delightful plan. He put all the vitamins we need into the delicious fruits, grains, nuts, milk, eggs, and vegetables, and then equipped our bodies with

taste buds to enable us to appreciate them. A healthy person always has a good appetite. But one who has misused his stomach and abused his eating privileges is likely to have all kinds of trouble. We want our children to be able to enjoy their meals all their lives; therefore, we work to that end. We serve them plenty of good wholesome food at regular times.

"Regularity in eating should be carefully observed. Nothing should be eaten between meals, no confectionery, nuts, fruits, or food of any kind. Irregularities in eating destroy the healthful tone of the digestive organs, to the detriment of health and cheerfulness. And when the children come to the table, they do not relish wholesome food; their appetites crave that which is hurtful for them."—MH 384.

A great deal of damage is done when the child is allowed to eat between meals. Some mothers apparently do not have the strength of character to say No to a child when he whines for something he should not have. The stomach may be crying for rest, but the child thinks he is hungry. Giving a child that which will harm him is called "cruel kindness." "Mothers love their children with an idolatrous love, and indulge their appetite when they know that it will injure their health, and thereby bring upon them disease and unhappiness. This cruel kindness is manifested to a great extent in the present generation."—3T 141.



Nothing kills germs like sunlight.

"Regularity in the feeding of infants will not only promote health, and thus tend to make them quiet and sweet-tempered, but will lay the foundation of habits that will be a blessing to them in after years."—MH 383.

Weaning the baby is an important event in his young life and should not be done suddenly or too soon. Nothing is gained by early weaning. Our task is to help him *like* the foods he will eat the rest of his life. At first none of them tastes quite so good as his milk, but gradually he learns to enjoy them. We begin by giving him a tiny sample as an extra treat, something special. He may discard it instantly, or he may relish the taste. Over a period of time the samples become larger and come more frequently; in fact, they now appear at every meal. It is great sport to drink milk from a cup, too, like the grownups. Nursing periods become fewer and fewer until they finally disappear altogether from the menu.

New foods are introduced with little samples or in some kind of game. Maybe it is feeding a birdie. He opens his mouth like the little birdies do and Mother drops the food in as the mother bird does. Or he plays hideaway. Mother sees a big, big bite, but Junior hides it away by eating it while Mother's eyes are shut. Mother may cover the picture in his plate with potatoes, and he discovers the picture when he eats the food away. Young children usually develop a great

relish for foods they can handle in their hands. Let them eat new foods with their fingers, if possible. The natural tastes of a child enable him to derive more pleasure from simple, wholesome food than from highly seasoned concoctions. Not until his taste has been perverted does he prefer knickknacks to food.

Children should not be allowed to grow up with a finicky appetite that demands special foods to be cooked in a prescribed manner and served in a peculiar style. They should be taught to heed 1 Cor. 10: 27: "Whatever is set before you, eat." Not that a child must have equal delight in all flavors, but he should be able to accommodate himself wherever he may be.

Water. The body needs water, and how refreshing it is to drink! Nothing can take the place of a good, cool drink of water to one who is thirsty. God knew what the body needed, and He made water drinking a pleasure. Usually the body requires one glass of water a day for each fifteen pounds of weight. The outside of the body needs water, too, and what can be more delightful than swimming? If the baby has not been frightened by being plunged suddenly into a tub or having the water too hot or too cold, he will welcome his bath as a daily treat. Water inside and out is a delight.

Air and Sunshine. The body needs air and sunshine. Who doesn't like to be out of doors, breathing the fresh air and basking

in the warm sunlight of heaven? Children should be out of doors much of the time. "Little children should be permitted to run and play out of doors, enjoying the fresh, pure air, and the life-giving sunshine."—FE 60.

"In order for children and youth to have health, cheerfulness, vivacity, and well-developed muscles and brains, they should be much in the open air, and have well-regulated employment and amusement."—CT 83.

"Air, air, the precious boon of heaven, which all may have, will bless you with its invigorating influence, if you will not refuse it en-

trance. Welcome it, cultivate a love for it, and it will prove a precious soother of the nerves. Air must be in constant circulation to be kept pure."—CH 60.

"Fresh air will prove far more beneficial to sick persons than medicine, and is far more essential to them than their food."—CH 55.

Sleep. Sleep is essential to good health. It is during this time that the body restores the energy that was used during the day. And the child does some of its best growing during sleep. For this reason the younger the child, the more sleep he requires. The newborn baby sleeps nearly all the twenty-four



It is fun to learn new foods through games.

hours of the day—just wakes up enough to enjoy his meals, and drops off to sleep again. As he grows older he stays awake for longer periods of time. By the time he is three years old he may get along with only twelve and a half hours every night plus his daytime nap of from one to two hours. The four- and five-year-olds may find twelve hours sufficient and the six- and seven-year-olds, eleven hours. Practically every preschool child needs a nap in the day in addition to his regular night rest. School children usually require nine to ten hours, and adults eight to nine. It frequently happens that an adolescent requires more sleep than he did before he reached puberty.

Children can starve for sleep the same as they can starve for food. Often the nervous, pale, or whiny child needs more sleep. He may be so much in need of sleep that he has lost the ability to go to sleep when he should. The cross child is often greatly benefited by taking an extra nap in the daytime.

There are certain factors that tend to keep children awake and others that induce sleep. Of greatest importance is regularity. The child should have a certain time to go to bed, and nothing should be allowed to interfere with this schedule. To let him sit up one or two nights a week as a special treat causes him to consider the other times in an unfavorable light. He may think it is punishment. But if he is always put to bed at a certain time, he will

accept that as natural. The hour for his supper should not come so close to bedtime that his stomach will keep him awake. At least an hour should elapse for the preschooler, but not more than two. For it is not good to have the stomach too empty on going to bed.

Sleep is essential. A good night's rest is as necessary to living the victorious life as is Bible study. "If selfish plans and projects rob of sleep, and in consequence the mental and physical strength is lessened, you sin against your own soul and against God. Your discernment is blunted, and sacred things are placed upon a level with the common."—3T 242.

Exercise. We need exercise, and exercise the child will get if given a chance. Watch the baby too little to crawl as he kicks and waves his arms. Watch the little toddler for an hour or two and you will get some conception of perpetual motion! The older child plays. He plays indoors and outdoors; he plays with other children and by himself, but play he must and will. The right kind of play is the best kind of preparation for good work habits, which is the best form of adult exercise given to men. (See pamphlet No. 12, *Work and Play*.)

To force a child to remain inactive for a long period each day is not only an injustice to him but an injury. If nothing worse develops, he is very likely to learn to love idleness, and idleness leads to sin. "Children should not be long con-

fined within doors, nor should they be required to apply themselves closely to study until a good foundation has been laid for physical development. For the first eight or ten years of a child's life the field or garden is the best schoolroom, the mother the best teacher, nature the best lesson-book."—Ed 208.

Quiet, Simple Life. "The more quiet and simple the life of the child—the more free from artificial excitement and the more in harmony with nature—the more favorable it is to physical and mental vigor and to spiritual strength."—Ed 107.

It would be well for each parent to remember that accounts of the life of Jesus have very little to say about his babyhood and childhood. The Bible is strangely silent on all those years, but here is a lesson to us. Our children will do better if we do not encourage them to be in the limelight entertaining adults, but allowed to grow simply and naturally.

"Many children have been ruined for life by urging the intellect, and neglecting to strengthen the physical powers. Many have died in childhood because of the course pursued by injudicious parents and



Children's legs should be kept warm in cold weather.

"If the dress of the child combines warmth, protection, and comfort, one of the chief causes of irri-

"Pure air, sunlight, abstemiousness, rest, exercise, proper diet, the use of water, trust in divine power—these are the true remedies."—CH 90.

Total Score

Today | 6 months later

KEY
2—Occasionally
3—Often

4—Usually
5—Always

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TEACHING HONESTY

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WHAT ONE SHOULD KNOW

Honesty enables one to be—

1. Independent
2. Dependable
3. Responsible
4. Industrious
5. Economical
6. Liberal
7. Happy and Free

W-H-Y

1. "Thou shalt not steal" (Ex. 20:15).
2. "If you have extravagant habits, cut them away from the life. . . . Unless you do this, you will be bankrupt for eternity."—CG 134.
3. "Habits of economy, industry, and sobriety are, even in this world, a better portion for you and your

children than a rich dowry."—CG 134.

4. "Parents are to instruct their children in lessons of economy."—CG 134.

5. "Nothing that can be utilized should be thrown away."—CG 135.

6. "The inability to save, in little things, is one reason why so many families suffer for lack of the necessities of life."—CG 135.

7. "Let children be taught to keep an account."—CG 136.

8. "Let him [the child] learn the right use of money by using it."—CG 136.

9. "It is essential that honesty be practiced in all the details of the mother's life."—CG 152.

10. "The divine eye is ever upon us. We cannot cover one act of unjust deal from God. The witness of God to our every action is a truth which but few realize."—CG 152.

11. "The evasion of the positive commands of God concerning tithes and offerings is registered in the books of heaven as robbery toward Him."—CG 152.

12. "In all the details of life the strictest principles of honesty are to be maintained."—CG 154.

13. "His words on this point are plain and explicit: 'He that is faithful in that which is least is faithful also in much.'"—CG 154.

14. "A man who will overreach his neighbor on a small scale will overreach in a larger scale if the temptation is brought to bear upon him."—CG 154.

15. "Honesty should stamp every action of our lives."—CG 154.

HOW HONESTY IS TAUGHT

By Respecting Ownership

Although honesty is not taught to the child at as early an age as obedience and purity, yet the child's attitude toward honesty is formed much earlier than many parents realize. At first the self-centered baby owns everything from his rattle to the moon, the world, and the things upon it; but somewhere in his experience he must learn the difference between thine and mine, what is his and what belongs to others. Our question is, When and how can this be accomplished?

We might say that the first real lesson in honesty begins about the time he begins to crawl around and attempts to examine everything in

reach. As he approaches certain objects he hears his mother's voice intone, "No, no, mustn't touch." Here he is beginning to learn that some things are not for his individual benefit or use. Some things can be handled and others are to be left alone. This part of his education is dealing with objects only and not in ownership as such. Later, however, Mother adds, "Mustn't touch; that belongs to Mother." At this point it begins to dawn upon him that various objects belong to certain people. The "owner" can do certain things with his object that others should not do.

"Children are not to be allowed to think that everything in the house is their plaything, to do with as they please. Instruction in this line should be given even to the smallest children."—CT 123.

In the home where there is more than one child, each child should have his own toys and his own place to keep them. Thus from babyhood the rights and the ownership of others is respected. The home that has a "bunch of toys" for all the children may be sadly lacking in order and system, and misses a golden opportunity of teaching honesty.

In some homes the baby is allowed to have anything for which he may cry, even the toys belonging to an older child. Nothing is gained by making the older child give up a toy with which he is playing because "the baby wants

it." The baby learns to get things by demanding them—not too far removed from robbery; and the older child loses respect for ownership. He does not learn unselfishness by being made to give up his things to the baby. Occasionally, however, the older child might enjoy "lending" one of his toys, which is very different from "giving." But this should not be too often.

By Caring for Property

Next the child begins to learn that all property should be cared for, whether it belongs to him or to the other members of his family or to the community. A good way of teaching this proper care for things at the start is to have a place for everything and keep everything in its place when not in use. The home where order and system are the rule is able to teach honesty better than the home that is topsyturvy most of the time.

"The lack of appreciating order and system in the arrangement of family matters, leads to destructiveness and working to great disadvantage. Every member of the fam-

ily should realize that a responsibility rests upon him individually to do his part in adding to the comfort, order, and regularity of the family."—2T 699.

A very satisfactory method is to have a box for the small toys and a place in the yard or house for the larger ones. When the child desires a toy, he should not empty the box on the floor, but select what he desires for immediate use. It is confusing to a child to have too many toys on the floor at a time.

Closely associated with the correct handling of toys would be the proper care of the clothing. "Teach them to care for their clothing. Each child should have a place of his own to care for his clothes. Few parents are so poor that they can not afford to provide for this purpose a large box, which may be fitted with shelves and tastefully covered."—CH 103.

When not in use, clothes should be put away properly. Summer clothes should be stored away during the winter and winter clothes stored during the summer. A cedar chest or mothproof bag or other suitable protection is often very good economy.

If children have a place for their good clothes and wear them on Sabbath, it helps to impress them with the sacredness of that holy day. "All should have a special Sabbath suit, to be worn when attending service in God's house."—6T 355.

The child who comes from a home where minor repairs are



Each child should have a box for his own toys.

promptly made, screens tacked on, loose wallpaper pasted back, and broken windowpanes replaced immediately, even though the house belongs to the landlord, is learning a most valuable lesson in the proper care of property both private and public. But the child who sees his parents permit lights to burn when not needed, water to run from leaky faucets, or heat to be wasted because someone else pays the bill will certainly be confused in his thinking about honesty.

Cheap, flimsy toys that break easily teach children to be destructive. They are poor economy. "Do not give the children playthings that are easily broken. To do this is to teach lessons in destructiveness. Let them have a few playthings, and let these be strong and durable. Such suggestions, small though they may seem, mean much in the education of the child."—CT 123.

By Paying for Damages

Even in the best of families, accidents occur. Dishes break, clothes tear, furniture is scratched. When these things happen in our own homes the bill is already paid, but when we break or destroy anything belonging to someone else we expect to pay for the damage. Children can learn this lesson by helping to pay for the damage according to their financial ability. When a child helps to pay for his accident, he is not being punished, but is learning to take responsibility like a man.



Honesty is more important than a high grade.

But when a child willfully damages or destroys property of any kind, he should be required to pay the entire amount himself, and to make full restoration, the same as if he had stolen it.

By Controlling the Desires

The home that has order and system will be regular in its serving of meals. At first we may think that this has nothing to do with the teaching of honesty even in the remotest sense, but such is not the case. Appetite was one of the three major temptations given to Jesus in the wilderness. It has always been a very subtle temptation for the sons of Adam. A child's eating habits play a very important role in his everyday life and do influence his attitudes materially.

A child who is fed a good, balanced diet regularly, with nothing between meals, can learn to control his appetite much more quickly and better than the child who is fed irregularly and is allowed to eat

between meals whenever he desires. The first plan encourages reason to be in control; the second places appetite at the helm. With such a strong force as hunger controlling him he has little strength to overcome the many temptations that beset his path. Mother puts a cookie jar out of reach, but he devises a way to climb to it; the cake is put out to cool and he samples it; father hides a box of candy for sister's birthday, only to find it has been opened; the picnic basket is left unguarded, and he appropriates some choice pieces before dinner is served; the grocer's back is turned, and a few grapes disappear. This habit of taking food can and often does expand into taking anything and everything the child desires.

In this connection, however, it might be well to mention that it is not wise to call the taking of food stealing and brand the child a thief, especially a very young child. Far better prevent this habit by giving the child plenty of good food at regular meals.

By Setting an Example

Failure to return borrowed things makes an impression on the child's mind. Mother is canning fruit and finds she lacks a little sugar. She runs to the neighbor's to get enough to finish the canning. She "forgets" to return the sugar. They are such good neighbors that a cup of sugar would never be remembered. Father borrows a saw and keeps it until the owner has to come for it.

The child, knowing these things, decides little items are not so important—they need not be returned.

Junior has been saving his pennies and has them in his piggy bank. Mother lacks a few cents of having enough change to pay the paper boy and "borrows" the change from Junior's bank. It is all in the family anyway, and after all, Mother gave him those very pennies in the first place. But this act makes an impression on Junior's mind. He, too, may need a little change out of Mother's purse, and if Mother thinks it is nothing to take out of his, why should it be wrong to take from hers? It's all in the family.

How different the lesson taught when Mother says, "Junior, I lack fifteen cents to pay the paper boy. Will you lend me the money?" Of course Junior is very proud of the fact that he has something of value to lend and gladly becomes a creditor to his mother. As soon as possible Mother has the money to put back in his piggy bank and he SEES her put it in, or better still, the change is handed to him and he puts the money into the bank himself. His consent was obtained before the money was taken, and he knows the money has been returned. This little act, though it may seem small to us, teaches him that borrowed things must be returned. Then when he borrows something he will expect to return it.

When Junior is old enough to go

to the store for Mother, he should bring her the change. If too much money has been given him, he should be sent back to the store with the surplus. Mistakes made in our favor should never be allowed to "take care of themselves," first of all, because it is not right, and secondly, it is an excellent opportunity for an object lesson in honesty.

By Avoiding Waste

Wasting is akin to dishonesty. "Some think it beneath their dignity to look after small things. They think it the evidence of a narrow mind and a niggardly spirit. But small leaks have sunk many a ship. Nothing that would serve the purpose of any should be allowed to waste."—7T 206, 207. Children should learn that nothing should be destroyed or thrown away that can be used in some manner by someone or something.

When clothes are too worn out or too faded to wear for special occasions, they can be worn for second best or for play. Old clothes that have served their time can be made into bandages or used as dustcloths. When all usefulness is gone, they should be disposed of by burning or burying or some other method. The home should not become cluttered with a lot of trash.

"Christ once gave His disciples a lesson upon economy, which is worthy of careful attention. He wrought a miracle to feed the hun-

gry thousands who had listened to His teachings; yet after all had eaten and were satisfied, He did not permit the fragments to be wasted. He who could, in their necessity, feed the vast multitude by His divine power, bade His disciples gather up the fragments, that nothing might be lost. This lesson was given as much for our benefit as for those living in Christ's day."—4T 572.

Some families waste as much food as they eat. This is wrong and should be corrected. First of all, large quantities of food or many varieties are not conducive to good health. A few dishes appetizingly prepared are much better than a great variety of foods. Leftover foods should be cared for properly where they will be kept clean and

fresh. Scraps can be fed to the chickens or the pets or the birds. Many a family has been blessed with song and beauty by having a feeding station for birds.

Although we do not force a child to clean his plate, we do see that he does not take too large a helping, or that he does not leave good food for desserts and knickknacks. Neither do we permit a child to take a few bites out of an apple and discard it for another one. It is never economy to eat spoiled food or to overeat just to save the food from being thrown out.

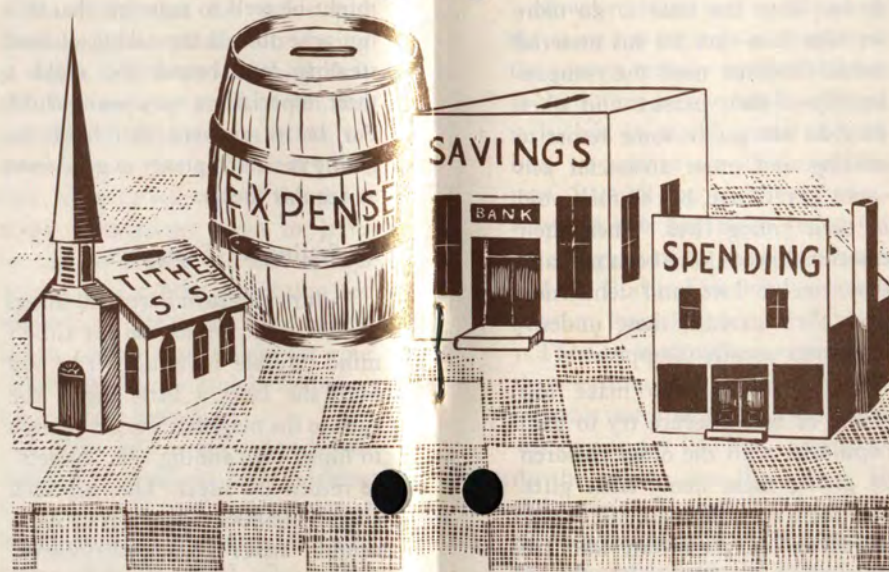
By Avoiding Debt

Debt is a plague that robs our happiness and peace of mind and often warps our judgment. Like

the tobacco, liquor, or opium habit, it can with a little indulgence become chronic. Therefore it should be shunned as one would the leprosy. Acute cases should be cured as quickly as possible and everything done to prevent a relapse.

The debt habit is often started by borrowing from others—books, clothes, food, anything and everything. A good habit is to buy your own or do without. Foresight meets emergencies with a savings account; hindsight sees the debt incurred. Years before a child is ready for boarding school a fund should be started for his education. If one has a good business system in his home, there will be few times in his life when it will be necessary to borrow money, but when this does happen he should make it his first duty to repay as quickly as possible. A debt that is allowed to stand for a long period of time is likely to tempt one to neglect it until it leads to dishonesty.

Avoid the popular system of buying things on time. First of all, it is the most expensive method of purchasing anything; and second, it encourages buying things we don't need. "All should guard against supposed wants that require an expenditure of means."—7T 207. The borrower is servant to the lender. No one can predict the future. Although one may have a good paying job today and thinks he can meet his payments, he may get sick or have an accident. It does not help one to recover from



Each child of school age should have an allowance and learn to budget his money.

a long spell of sickness to see the creditor come and take his furniture or his car away from him.

By Resisting Temptation

Some children are tempted to cheat on an examination because they are led to think a high grade is all-important. Here again a true sense of values is needed. It is far better to have a sense of honesty than to receive a high grade.

Our children are eager to please us and to hear words of commendation and will do everything they can to win our approval. When we overemphasize grades, keeping at the head of the class, and making high marks, and say little about knowing the subject, or being honest, we are very likely to give the child the impression that high grades are more desirable than a good character. We as parents should regard honesty above high marks.

Perhaps a word of caution may be in place concerning gambling. Gambling is cheating, receiving money for nothing we give. A form of cheating is buying a chance on some object. The winner receives something that is paid for by many others. The honest man will not desire to take from others what he "wins" by chance. Whether it is matching a dime for a soda or buying a dollar chance on an automobile, the principle is the same and should be understood by our children to be a dishonest practice. Also, playing marbles for keeps is

the same as playing poker for money. No game is safe that allows the winner to receive a "take" or profit.

When a child is old enough to know the difference between mine and thine and understand something about the ratio of values, he is old enough to realize that he is morally obligated to be honest. Usually this is about the time he starts to school.

What should be done for a child who begins to develop dishonest habits? He "finds" money, uses his Sabbath school offerings for his own pleasure, and takes candy and toys from the store. Here, as in all irregularities, the wise parent will search for the cause first. It may be that he is starved for affection. Father and Mother are so busy they do not have the time to do more for him than care for his material needs. Children need the companionship of their parents and when they do not get it, some resort to stealing and other antisocial acts—not to retaliate, but to fill a void in their young lives. When their emotional needs have been met and they receive love and tenderness from their parents, these undesirable traits usually disappear.

Some children who make low grades or feel insecure try to gain popularity with the other children by giving them many little gifts. And there are others without spending money of their own who are ashamed of their poverty and seek to overcome this by getting money



Each one should earn all the money he can honestly.

"by fair means or foul." A fair allowance—not too much, not too little—removes many a temptation from a child. A child should be taught how to win friends without "buying" popularity.

However, is the case settled when the cause has been determined and the correct remedy applied? So far as the future is concerned, we hope it is, but in moral issues such as this, we cannot simply forget the past. We tell the child how very, very sad this has made Jesus, we encourage him to confess his sin and ask God to blot out this transgression from His book.

Then he is to make it right with the one from whom he stole, which includes restoring all that was taken (or paying for it). The child is to do the paying, not the parent. If the amount is small, he can settle at once from his allowance, but if the amount is large, he should use part of his spending money each

week until the debt is cleared. These weekly payments are made to his parents, who have lent him the necessary money to settle the account. To use all the allowance over a long period seldom works, but when included in the weekly budget teaches him a lesson long to be remembered.

By Valuing Time

Time is of priceless value. Time spent is never restored, therefore he who wastes time wastes life. "Of no talent He has given will He require a more strict account than of our time."—COL 342.

From the very cradle the infant should become accustomed to a daily program, a regular schedule. This not only enables one to do all he is expected to do in a day, but enables one to apportion his time properly. The schedule is adjusted as the child changes and acquires new duties and responsibilities. The infant's program is largely one of sleeping, but he is not idle. It is his duty to sleep and grow. A little later part of his sleeping time is occupied with play, which is the child's way of learning to work. A child who is busy with his play is far from being idle. As the child emerges from childhood into adulthood, he spends less time in sleeping and in playing, and more and more time in working and studying. But he never reaches the place where sleep and play are not essential to his well-being. It is a sign of old age to lose interest in play.

Although a whole unit has been devoted to teaching a child to work (see pamphlet No. 12, *Work and Play*), it might be in place here to say that work is essential for all, and as soon as the little toddler is old enough to hand Mother little articles he should be encouraged to do so. As he grows older he should have more and more responsibilities.

Honesty includes having a well-balanced daily program: ample time allotted for rest and sleep, plenty of time for the partaking of spiritual and physical food, and a proper amount of time for work, study, and play.

By Giving an Allowance

One of the best ways to teach a child the use of money is to let him use it. It is unfair to a child to neglect this part of his education. Many have had little or no training in the use of money until they marry and find the lessons most difficult indeed. A failure here may wreck the happiness and security of the home.

Although no one can give the exact age when a child should have his first allowance, certainly by the time he is ready to start to school is none too early. Many children are ready one or two years before this.

There are two ways of giving this allowance. One, a certain amount is determined by the parents and given to the child each week. Thus the child has the advantage of

knowing exactly how much is coming and how to plan his budget. Along with the allowance there are, of course, certain responsibilities and obligations. An allowance without obligations is nothing more than a dole, and may teach the child to depend on "receiving" all the time. If the child's first allowance is 25 cents a week, he may have this kind of budget: tithe, church and Sabbath school offerings, 10 cents; savings, 5 cents; spending money, 10 cents. Thus from the very start he learns that God comes first in money as in everything else.

The tithe shows he is honest; his offerings show his love to God. Then he is learning the habit of saving. For a child or an adult to feel that it is quite all right to spend all one makes is teaching him to live from hand to mouth, the more he earns the more he is to spend. Such a one will never acquire much or be able to meet emergencies. He will be a poor man all his days. According to this budget, the child should save 5 cents out of every quarter, but is free to spend a dime a week. If he spends his money for cheap, flimsy toys and they break and come to pieces, he learns it doesn't pay. He begins to consider quality in his buying. He should never get into the habit of "borrowing" next week's allowance ahead of time. This encourages going into debt.

The other plan is to give the child an opportunity to earn his money by scoring so many points:

coming immediately when called, 1 point; keeping cap on proper hook, 1 point; putting toys away when through with them, 1 point. This has the advantage of teaching the child to work for what he gets. The more he does, the more he receives. One should exercise caution not to have so many different ways of earning points that the system becomes too complicated or involved. Neither should each and every chore done around the place have its "monetary value." A child should not get the idea that he must be paid for everything he does for the home. The family lives at home and each member has a certain share in making the home a success without anyone paying the others for their contribution. But in addition to his assigned duties he should be able to earn some money.

This point system has other advantages. It can be used to encourage any kind of habit we wish to establish. A certain number of min-



Everyone should keep an account of his income and expense.

utes spent practicing the piano scores 1 point; each row hoed in the garden, 1 point; brushing teeth, 1 point; et cetera.

The same budget plan suggested above may be used with this plan also. If four containers (glass jars, boxes, or banks) are used, the child enjoys seeing the amounts grow. After a time he may become so interested in seeing how full his savings jar is getting that he will want to take some of his spending money to add to it. The desire for saving is greatly stimulated by having a purpose or an object that can be reached without too long a delay. The little fellow wants a ball, but the price is 25 cents. He saves his money for a few weeks and gets his ball. This will not only enable him to enjoy his ball more but will encourage him to save for other things.

As the child grows older and is capable of taking greater responsibility, his allowance should be increased. By the time his allowance has become a dollar a week, his budget might be something like this: tithe, 10 cents; Sabbath school, 10 cents; education, 5 cents; savings, 25 cents; clothing, 25 cents; spending, 25 cents.

Five cents may seem too small to count toward improving his mind, but it is beginning to plant the thought that he must help earn his education. For one thing, he will appreciate his schooling more and thus learn more.

Of course, 25 cents a week will not

clothe a child completely, but could keep his feet shod or his head under cover. It is surprising when Junior has to buy shoes out of his allowance how much longer they last than when Dad makes the purchase. By the time he is ready and capable of buying all his clothes, he no doubt will be earning money away from home, selling our books or magazines, mowing lawns for neighbors, or baby sitting.

By Keeping Books

Keeping accounts is ever so much fun and is an excellent training in evaluating expenditures. If every child as soon as he is able to figure would put down every penny he takes in and every penny he spends, he could begin to analyze his own accounts much more quickly than the child who knows nothing about records. The child may think he is spending his money wisely by buying a candy bar each day. When Father shows him that the money he has spent during the summer for candy bars would have purchased that nice pair of skates he desires so much, he begins to see the point much more clearly.

The keeping of books is a good habit for everyone and should be encouraged in early childhood. "All should learn how to keep accounts. Some neglect this work as non-essential; but this is wrong. All expenses should be accurately stated." GW 460.

By Being Thrifty

"But thou shalt remember the

Lord thy God: for it is he that giveth thee power to get wealth" (Deut. 8:18). Every talent lent to us of the Lord is to be improved for the glory of God. To allow one talent to remain wrapped in a napkin is not pleasing to the Lord. The child should be encouraged to use some of his savings for investments. He can invest a dime in seeds and raise cucumbers, or popcorn, or tomatoes. The dime invested, plus several hours of work, will multiply into many dimes. Or a dime invested in popcorn made into popcorn balls to sell will also make a nice return. A child should learn how to make one dollar make another.

As the child sees that his efforts together with his investments bring in rewards, he will be more interested in making greater investments and being more diligent in his work. When one sees the results of labor in this way it helps to increase his interest in work.

The Reward

The one who is honest can enjoy what he has, for he has earned it fairly. He is free to go and come as he pleases and is able to look anyone in the face, for he owes no man anything. He can go to sleep at night with a clear conscience, for he has used his time and his money to bring help and comfort to those in need and has returned to God His own. Truly, an honest man is a happy man.

WHAT IS YOUR SCORE?

1. Each child has his own toys and the *exclusive* right to them.
2. Each child has a place for his toys and his clothes.
3. We furnish strong durable toys to our child.
4. We frown upon the habit of borrowing, even in the family.
5. Borrowed articles are returned promptly.
6. Each child of school age has an allowance.
7. The allowance is budgeted.
8. I teach my child to keep an accurate account of all his money.
9. I teach my child to earn all he can honestly.
10. I teach my child to pay his tithe first of all.
11. I teach my child to save part of his allowance.
12. I teach my child to care for his own things and the property of others.
13. I teach my child that it is wrong to waste anything that can be used.
14. I teach my child to pay for the property he damages.
15. I would rather my child would make an honest F grade in school than a dishonest A.
16. I let my child know and feel that I trust him.
17. When my child begins "finding" too many things, I investigate.
18. Stolen things are returned to the owner, or paid for, and forgiveness sought from God and man.
19. I teach my child to buy wisely.
20. I teach my child to value time as a gift from God.

Total Score

Today	6 months later
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KEY

0—Never

1—Seldom

2—Occasionally

3—Often

4—Usually

5—Always

CHARACTER BUILDING IN CHILDHOOD

Other pamphlets in this Christian Home Series C are:

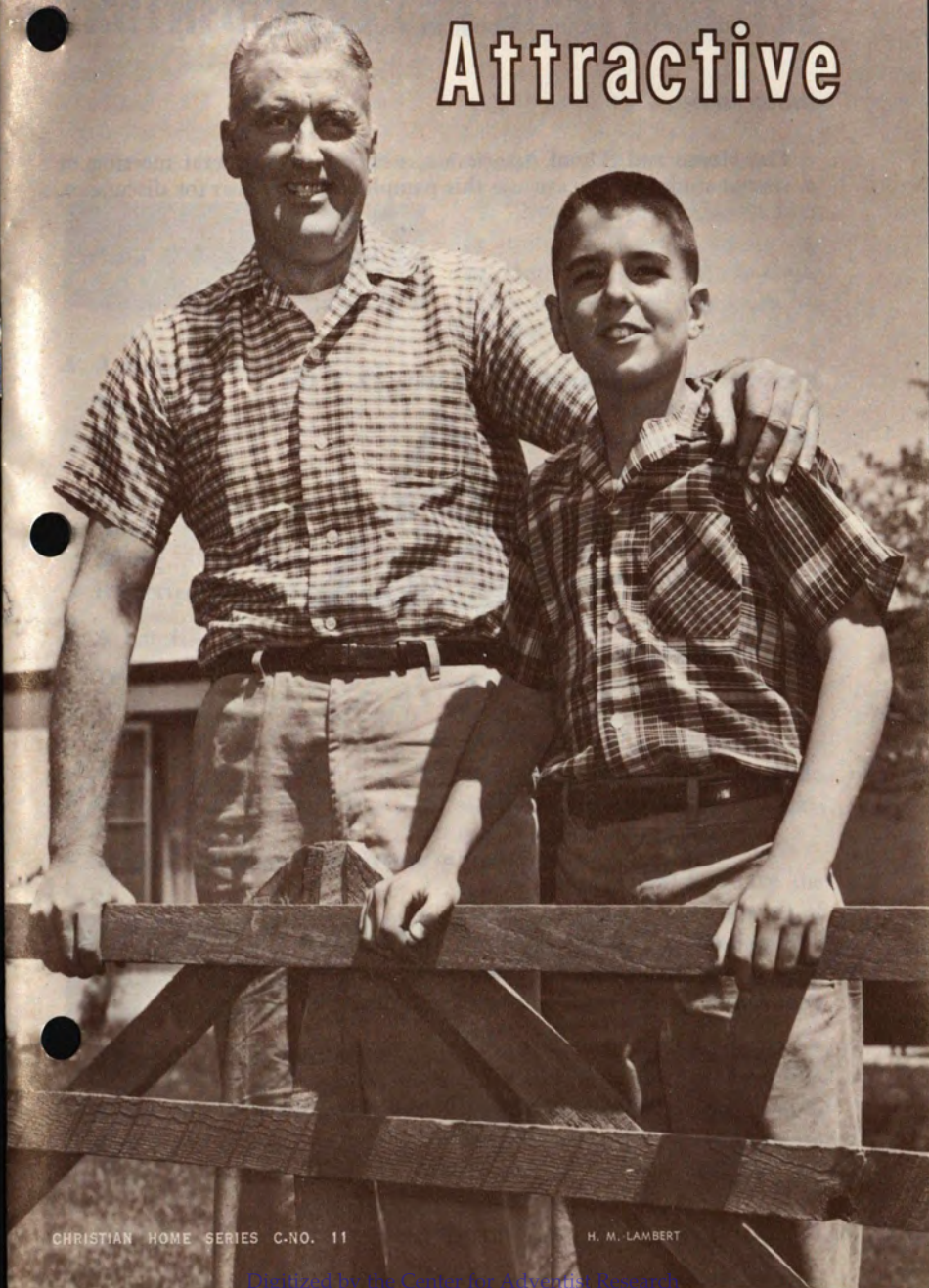
1. Teaching Reverence
2. Sabbath Afternoon and Family Worship
3. When Children Go to Church
4. Making Obedience Fun
5. "The Way He Should Go"
6. When Children Disobey
7. Wholesome Attitudes About Life
8. Explaining Life
9. Health and Happiness
10. Teaching Honesty
11. Truthfulness Can Be Attractive
12. Work and Play



Order from your Book and Bible House

003930-11

Truthfulness Can Be Attractive



This pamphlet can be used for individual study or for group discussion.

Individual study

Each individual will need his own copy for personal study and reference whether or not he belongs to a study group.

Group study

The Home and School Association, whether in a general meeting or in special study groups, can use this pamphlet as the basis for discussion.

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ILLUSTRATIONS BY HARRY BAERG

PRINTED IN U.S.A.

Department of Education
General Conference of Seventh-day Adventists
Washington, D.C.

003930 - 11

TRUTHFULNESS CAN BE ATTRACTIVE

WHAT ONE SHOULD KNOW

A. A truthful person is—

Dependable
Trustworthy
Reliable
Honorable
Noble
Strong
Respected and admired by all

B. A liar is—

Deceitful
Dishonest
Unfair
Fickle
Cowardly
Weak
Ignored and despised by all

W-H-Y

1. "Thou shalt not bear false witness against thy neighbour" (Ex. 20:16).

2. "Never let your children have the semblance of an excuse for saying, Mother does not tell the truth. Father does not tell the truth."—CG 150.

3. "Parents should be models of truthfulness, for this is the daily lesson to be impressed upon the heart of the child."—CG 151.

4. "Do not speak abruptly and harshly. This confuses them, making them afraid to tell the truth."—CG 151.

5. "There is danger that through unwise management, parents will destroy the frankness which should characterize child experience. By word and action parents should do all in their power to preserve artless simplicity."—CG 150.

6. "Parents should not give the slightest occasion for the sowing of that seed which will develop into deceit and falsehood, and mature into untrustworthy habits."—CG 150.

7. "It is important in the training of children to teach the youthful girls as well as boys never to

prevaricate or to deceive in the least."—CG 152.

8. "Suspicion demoralizes, producing the very evils it seeks to prevent."—CG 158.

9. "Deceit, falsehood, and unfaithfulness may be glossed over and hidden from the eyes of man, but not from the eyes of God."—CG 153.

10. "Lying lips are abomination to the Lord: but they that deal truly are his delight" (Prov. 12:22).

H-O-W

Setting the Right Example

No child is born a liar. In general, he knows not how to deceive until he has been taught. From the time baby begins to lisp his first syllables until he has been educated to lie, he will be telling the straight truth even to his own disadvantage or to the great embarrassment of his parents.

Now no parent sets aside a certain hour in the day as the time to teach his son to prevaricate. How then does the child learn it? Let's see. Here are some of the most common ways we unwittingly instruct our children to practice deception.

Unfulfilled Promises

On going to town Mother says to the little fellow, "Now if you are a real good boy while you stay here

with grandma, I'll bring you something nice." But she forgets to get the little present and passes it off as a very trivial matter when reminded of her promise—the stores were crowded, she had too many other things to do, it slipped her mind. But this whole experience has made a deeper impression on the little mind than the best sermon on truthfulness can eradicate. He begins to think that in actual day-by-day situations, promises are not so important after all, that if broken, an excuse is all that is needed to patch things up. He sees little necessity of keeping his promises after this, especially if more important matters come up to attract his attention.

Again Junior is going in and out the back door a number of times and hears these words, "If you let that screen slam again, I shall paddle you." Junior does not want the paddling, therefore is very careful not to make any noise the next few times. But his interests are many and in an unguarded moment he lets the door slam again. The sound of the screen door reminds him of that promised spanking and he fully expects to get it.

In the meantime, however, Mother has regained control over herself and has decided that corporal punishment is too severe a penalty for the small offense of door slamming. She therefore pretends not to hear the noise and goes on about her work as if nothing has happened. An indelible

impression is made right then and there that may never be erased. He draws the conclusion that Mother doesn't mean what she says; she is controlled more by her feelings than by principle. If she is in a good humor, he can get by with disobedience; if she is cross, it makes little difference what he does, for he will "catch it" anyway. He comes to believe that words are cheap and promises—good or bad—do not mean very much. Every

unfulfilled promise to the child, whether for awards or punishment, is a lesson in lying. We, as guardians of the young, should be careful what we promise, but when once made, promises should be kept at all costs.

Falsehoods

Falsehood is sometimes employed on young children to frighten them into obedience. "If you do that, the bogeyman will get you." "If you



Unfulfilled promises blur a child's vision of truth.

don't come here, I'll call the policeman." "You had better stay in this yard; that man across the street will cut your ears off."

Again untruths are used to entice a child to carry out our desires. "Let the doctor pull your tooth. It won't hurt a bit." "Here is some castor oil. It tastes so good, Mother wishes she could take some." "If you don't come here, I shall go off and leave you." Can a parent or an adult stand guiltless before God when he tells untruths to his child? We parents should place a guard on our own lips and see that our children never hear us lie. Many ought to kneel down and confess this sin before God if they ever hope to see the inside of the New Jerusalem.

Contradictory Remarks

Contradictory remarks not only confuse the child but destroy his appreciation for the truth. Father

says, "That old car is always giving me trouble. I am going to get rid of it if I have to give it away." Later Junior hears him telling the prospective buyer, "That car never gave me a bit of trouble. One of the best I ever owned." Mother sees a neighbor approaching and exclaims, "Dear me, here comes that old pest again. I do wish she would stay at home and mind her own business." At the door Mother greets her cordially, saying, "How delighted I am to see you. Just wishing you would drop by for a little chat."

Own Amusement

Another very common method of teaching a child to tell stories is the deliberate falsehoods told for fun. The little child believes everything told to him, no matter how absurd or fantastic it may be, which is most amusing and entertaining to some adults and other children. They exploit this credulity by tell-

ing the child that the moon is made out of green cheese, that she will have beautiful curls if she eats carrots, that umbrellas grow in a field like corn, that one cow gives sweet milk and another buttermilk.

Fairy Tales

An established custom among us is to tell our children stories we have heard regardless of whether or not they are true. Apparently the one and only reason given for telling them is that they are interesting. The children like to hear about fairies, witches, elves, and all the rest. Surely there can be no harm. The most popular one is the story of Santa Claus. The child is told that there is a man who lives away up north who comes to each home at Christmastime and gives presents to all the good little boys and girls. This story is told by Mother and by Father in whom the child has implicit confidence and trust. Baby brother's arrival is also perplexing. He wasn't here last week, and now here he is. Where did he come from? The child is told that Jesus sent him to them, whereupon the little girl prays that she might have one, too, but Jesus does not hear her prayer. Later when the child discovers the truth about babies and about Santa Claus, what will be her idea of truth?

Deception

A very grave mistake is made when one parent teaches the children to deceive the other. Father

has forbidden the children to go to a certain place, but in his absence they get Mother's permission to go, with the understanding that they will not tell their father. The train of sadness that followed Rebekah's act in deceiving Isaac is enough to teach us the evil of this course.

"The wrongs of the children are sometimes concealed from the father. Articles of dress, or some other indulgence is granted by the mother, with the understanding that the father is to know nothing about it; for he would reprove for these things.

"Here a lesson of deception is effectually taught the children. Then if the father discovers these wrongs, excuses are made, and but half the truth told. . . . The children know the lack of union in their parents, and it has its effect. The children begin young to deceive, cover up, tell things in a different light from what they are to their mother, as well as their father. Exaggeration becomes habit, and blunt falsehoods come to be told with but little conviction or reproof of conscience."—1T 156, 157.

Some wives or husbands with unbelieving companions are occasionally perplexed about the right course to take in regard to following commands that are contrary to the plain Word of God. The unbelieving husband refuses to give his permission for his wife and children to keep the Sabbath. What should the wife do? What should she teach her children to do? First, let it be

Try This



Mother: Of course, it will hurt some, but you can take it like a big girl, can't you? Mother will be right here.

Not This



Mother: Come now, let the doctor pull your tooth. It won't hurt a bit. You will scarcely feel it.

clearly understood that under no circumstance is a person justified in listening to the voice of one who issues orders or commands that are contrary to the expressed will of God. "Thou shalt have no other gods before me" is just as much a commandment today as in the days of Israel. God's law comes first at all times, and no parent, child, wife, husband, or officer of the law or government itself has any right or authority to tell another what he ought or ought not to do that conflicts with the Bible. Peter's reply to the rulers of his day should be the answer given by every child of God. "We ought to obey God rather than men." This is clear and need not puzzle anyone.

The next question is, Should we tell the unbelieving companion all that we do? If he has forbidden our attending church, and we do anyway, should we tell him about it? The Scriptures tell us to be wise as serpents and harmless as doves. We gain nothing by flaunting our religion in others' faces or stirring up opposition unnecessarily. We should endeavor in every legitimate way to win the unbelieving one to the right and not do anything that would turn him completely against it. Therefore if it seems in our judgment best not to mention the fact that we went to church against his protest we are not violating any principle. But of course if he asks a direct question, we should always give a truthful answer.

Never can the unbelieving com-

panion be used as an excuse for our disregarding plain duty, without danger. It happens occasionally that a member of the church is selfish and begrudges the money given to missions. She uses the excuse that her husband objects. What kind of effect will that have on the children? Full well do they know that their mother has her own way in everything else under the sun and they cannot see why she could not have her way in this, too, if she wished. For the believing companion to feel disposed to yield to the unbelieving one in all matters concerning the training of the children is certainly not exalting the message or inspiring a love for the truth. For a mother to allow her husband to take her children to the show and at the same time comply with his demand that they not attend Sabbath school may be nothing short of weakness and a



It is hard for children to distinguish between dreams and reality.

dishonor to God. We never can compromise with evil. The believing parent is obligated to train the children for God to the best of her ability.

Giving Guidance

Important as example is, it is not sufficient. There must be some concrete teaching along with correct living. In learning to express themselves little children do not always give an accurate description of what they saw or an account of facts as they are. Should we call them liars? Of course not, for these children have no desire or intention of deceiving in the least. Shall we ignore these glaring errors? Maybe so under certain circumstances, but why not guide them into the truth?

Exaggeration

The little fellow comes in saying,

"Mother, I am starved to death. When will dinner be ready?" In reality the child thinks he is saying "I am very hungry. Give me something to eat." It isn't fair to accuse a child of telling a falsehood when we older people say, "We are frozen stiff," "We laughed until our sides split," "Mrs. Jones is nothing but skin and bones," and "Mr. Brown is as big as all outdoors." Even David said, "Rivers of waters run down mine eyes." These are figures of speech and nothing more.

Again the child is hungry and declares, "I could drink all the milk in that pitcher; I could drink all the milk in the world." Here the child literally believes he could drink every drop in that pitcher. He has no idea of the size of his capacity or of the world, but he does know milk tastes very good to him and he would like to drink a very large amount. He expresses this desire to have an unlimited amount by adding, "I could drink all the milk in the world." It would be a serious mistake to shame him or cause him to think he has in any way made a bad statement. He hasn't. He has merely tried to express his desire, but got mixed up a bit. A little laugh and a suggestion like this may help, "I guess you would be pretty full if you tried to drink all the milk. You would pop wide open before you got it all down." By this time the little fellow is beginning to think and begins to doubt his ability to drink so much.

The Meaning of Words

Frequently children, as well as adults, say one thing but mean something else. Not that they wish to deceive or cover up the truth, but their vocabulary is limited or they are simply ignorant of the exact meaning of the words they are using. The small child exclaims that fifty dogs chased him for miles. His meaning of words is limited. Although he may be able to count to one hundred, yet he can comprehend only five. In his haste he forgot to count the exact number of dogs and in his fright he saw more than were actually there. Mother can assist him by asking him to describe each dog. By the time he has told about the little spotted dog, and the black dog, and the hairy dog, a clearer picture of the exact number is in his mind. Also the word "mile" is very indefinite to him. Riding so gaily in Daddy's car for only a short time, he learns he has gone several miles. The dogs were chasing him for a long, long time, or so it seems to him; therefore it must have been for miles. We hope people are charitable to us whenever we use a word out of place.

Imagination

The child's imagination is very active. An old broom can very easily and quickly turn into a galloping horse, a ball of mud into a delicious pie, or a clothespin and a rag into a crying baby. This type of imagination is not only delightful and

harmless but serves a very useful purpose later in life. It enables one to visualize what is to be. While planting seeds in his garden he can see tender roasting ears on his table, or red slices of melons in his icebox. The girl can take plain cloth and a pattern and see a beautiful dress before it is made. This work of imagination also helps one to visualize what would take place if one pursued a course of sin in this life and where it would lead, and also what the reward of the righteous will be like.

Naturally, children talk about those things that are interesting to them and that concern them. They will tell Mother about make-believe objects and relate what imaginary people did and said. This type of conversation is very valuable to an understanding mother or teacher, for it reveals the child's attitudes and concepts better than anything else. "Out of the abundance of the heart the mouth speaketh." If the child has any fears, they will be revealed in this kind of play. If he feels his father doesn't love him or his mother spends too much time with the baby, his attitudes will quickly be revealed. We let the child understand, however, that we know that these imaginary characters are only "play people."

D-r-e-a-m-s

Dreams sometimes puzzle little brains. The next morning they begin telling mother something that has happened and she says, "Oh,



Deceivers are cowards.

you just dreamed that." This is confusing at first, but soon is accepted as a matter of course. A little lad asked his mother about his dreams one day, saying, "Where do those fellows who bother boys at night stay in the daytime?"

Dreams, imagination, and exaggeration are natural and harmless in the life of a child and should not be considered wicked, bad, or undesirable. The wise parent will guide his child through this fog of uncertainty into the clear light of reality by a word here and a thought there.

Correcting the Evil

The foregoing should not be interpreted to mean that the truth should be lightly esteemed or that lying should be ignored. Far from it. The ninth commandment is just as binding today as it ever was. We are to teach our children not only to speak the truth but to love the

truth. What can and should be done with a child who deliberately tells a falsehood? First, find the cause.

Fear of Punishment

Is it fear of punishment? It may be that the child has been unjustly or unmercifully beaten in times past. His idea of punishment is not one of help to strengthen him in his developing of self-control but of an outburst of temper on the part of his parent. It would be only natural for him to seek to avoid these floggings as often as possible. Well would it be for every parent who finds his child lying in order to avoid punishment, to review his treatment of the child to see whether his punishments have been purposeful, corrective, and consistent, or whether they have been spasmodic, temperamental, and unreasonable. Parents cannot stand guiltless in the sight of heaven if they have "forced" their children to lie by their cruelty.

On the other hand, if punishments have always been given every single time a disobedience occurs and have been administered without anger on the part of the parent, some form of punishment must be given for lying. A child accidentally breaks a dish, but says nothing about it. You miss the dish and ask where it is and receive the reply, "I don't know." Later you find the broken pieces hidden away. When confronted with the evidence, the child acknowledges breaking the

dish and admits hiding the pieces to keep from getting punished. It is the duty of the parent to explain to the child that he will not be punished for accidents. They happen to us all and are entirely different from willful disobedience; therefore we will not whip him for breaking the dish. But deceiving his parents is a sin and cannot go unpunished. He is punished for deception and not for breaking the dish. If, on the other hand, he had been forbidden to play with the dish, he should be punished for disobeying and again for trying to deceive his parents.

When a child learns that he will be punished for each and every deliberate lie he tells, he will soon quit lying. If he does not, the punishment must be increased until it does have the desired effect. A child can overcome his weakness to lie much easier if we encourage him by saying, "You are more dependable now. I am so glad I can count on your word."

Personal Gain

Does the child lie for personal gain? Very close kin to avoiding punishment is the temptation to lie to gain some coveted prize. Mother announces at the dinner table, "Those who brushed their teeth this morning can have their dessert." Seeing her favorite dessert in the kitchen is too much for May, and she claims she washed her teeth that morning. Later May's conscience troubles her and she con-

fesses to Mother that she had not washed her teeth. Mother should tell her how thankful she is that her daughter had the courage to make this matter right. Emphasis should be placed on being truthful and how noble it is always to be dependable, rather than on the disgrace of being a liar.

It may be that in a few days May yields to the same temptation again and confesses this later also. The question is, Should Mother keep on forgiving all the time? Well, yes, of course, Mother forgives each time, but it may be May needs some help to keep from yielding. Mother says, "I know you are having a hard time with that sin. You are not going to let it overcome you, for God has promised to give you strength to overcome. He has given you a mother, and I am going to help you by giving you something that you do not like. Then next time you are tempted to lie, you can think of what you are going to have as a punishment and that will help you to overcome."

Maybe Bob was promised a boat ride if he makes an A in Bible. There is one question on the test that he knows as well as anything, but just cannot recall it at present. The teacher leaves the room for a minute and one little peek at the notebook gives him the key. He recalls everything and writes it down and gets an A. What shall he do? If he confesses before the boat ride, it would be well for him to stay at home while the others

are enjoying the outing. He will gain a great victory over himself. But in most cases, the truth of the situation will not be known until the trip is over. A very effective way is for him to go to the teacher and tell exactly what happened and ask for another test. When this is done once or twice, copying ceases to be a temptation.

Children should be taught that a noble character is of far greater worth than wealth or honor, and truthfulness is more to be desired

than grades or momentary pleasures.

To Get Attention

There are some children who crave attention so strongly that they will go to any lengths to get it. Some will tell a falsehood to shock adults into noticing them. This usually is easily detected by the type of lie told and the mannerism of the child. The adult can see that the child is not only willing but anxious that you discover the



Truthful boys make great men.

fact that he is telling a falsehood. When this is the case, the cure of course is easily effected by completely ignoring the incident. The one who has the interest of the child at heart will not waste a moment, however, in giving that child the kind of wholesome attention that he craves and that he must have in order to develop into a noble person.

Some children, as well as some adults, like to be in the limelight too much. They like to be able to entertain with their conversation, and in order to be entertaining become careless with their facts. This type of person is sometimes called a "cheerful liar"; he would not injure another for anything, but misstates the truth in attempting to be entertaining.

For Compensation

Usually this type of talk takes the form of bragging about one's exploits and achievements. The timid boy who can't hold his own in a tussle, gives a graphic description of how he licked the town bully singlehanded and had him yelling for mercy in short order. The lovesick girl who is unattractive relates story after story of fellows who begged and pleaded for a date with her.

This type of young person can be helped most by leading him to see that one word of truth is more powerful than many stories without foundation. The truth elevates one; falsehood debases.

One thing is certain, God hates untruthfulness no matter in what form it may appear, and no child of His will alter the truth. In the home He has prepared for those who love Him, "There shall in no wise enter into it any thing that defileth, neither whatsoever worketh abomination, or maketh a lie." Of the six things that God expressly declares He hates, two of them are, "a lying tongue," and "a false witness that speaketh lies." Again and again through the Bible His abhorrence of lying is brought to our attention, and yet this sin is considered by many as a "polite" sin or merely a mistake. Frequently deception in a child is passed by as a habit that will soon be outgrown. This is a serious mistake.

"The law of God is to be kept before the minds of the children as the great moral standard. . . . They are to be taught to be honest, truthful, temperate, economical, and industrious, and to love God with the whole heart. This is bringing them up in the nurture and admonition of the Lord. This is setting their feet in the path of duty and safety."—5T 329.

In the midst of this crooked and perverse generation our children can be taught to be upright; they can be truthful. In describing those who shall be translated in these last days, God says, "And in their mouth was found no guile: for they are without fault before the throne of God" (Rev. 14:5).

WHAT IS YOUR SCORE?

- | | Today | 6 months later |
|---|-------|----------------|
| 1. When I have promised my child a gift or favor, I remember to keep my word. | ----- | ----- |
| 2. When I have promised my child a punishment, I also keep my word. (I guard myself against too many or unreasonable requirements.) | ----- | ----- |
| 3. I tell my child the truth about doctors and dentists and encourage him to be brave. | ----- | ----- |
| 4. I endeavor to be truthful at all times, whether my child is present or not. | ----- | ----- |
| 5. I answer my child's questions truthfully. | ----- | ----- |
| 6. I do not allow my child to hear or read fairy tales. | ----- | ----- |
| 7. I tell my child the truth about Santa Claus. | ----- | ----- |
| 8. I tell my child the truth about babies. | ----- | ----- |
| 9. I do not teach my child to deceive his father (mother). | ----- | ----- |
| 10. Exaggeration (used to describe) I regard as a figure of speech and do not punish my child for it. | ----- | ----- |
| 11. I help my child to learn the correct meaning of words. | ----- | ----- |
| 12. Imaginary characters are considered "play people." | ----- | ----- |
| 13. I listen to my child's imaginary stories and from them learn a great deal about his attitudes. | ----- | ----- |
| 14. I help my child to distinguish between dreams and reality. | ----- | ----- |
| 15. When my child tells an untruth I try to find the cause. | ----- | ----- |
| 16. I correct the cause if at all possible. | ----- | ----- |
| 17. When my child has lied I have him make it right with God and man. | ----- | ----- |
| 18. I teach my child that truthfulness is honorable at all times. | ----- | ----- |
| 19. I teach my child to keep his promises. | ----- | ----- |
| 20. I let my child know and feel that I have confidence in his word. | ----- | ----- |

Total Score

KEY

0—Never
1—Seldom

2—Occasionally
3—Often

4—Usually
5—Always

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WORK AND PLAY



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PRINTED IN U.S.A.

Department of Education
General Conference of Seventh-day Adventists
Washington, D.C.

003930-12

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WORK AND PLAY

WHAT PARENTS SHOULD KNOW

1. Work is essential for one's physical, emotional, intellectual, and spiritual health.
2. Parents are to teach their children to work.
3. Children like to work.
4. Those who do not, have been taught to dislike it.
5. When work is fun, success is sure.
6. When work is drudgery, failure is certain.
7. Play is the practice period for work.
8. Play is essential to good work.
9. We play for fun, not to win.
10. Play is to life what salt is to food—a little helps; too much ruins.

WHY WE WORK

1. "God appointed work as a blessing, and only the diligent worker finds the true glory and joy of life."—DA (1940) 72.
2. "One of the surest safeguards of the young is useful occupation. Children who are trained to industrious habits, so that all their hours are usefully and pleasantly employed, have no inclination to repine at their lot and no time for idle daydreaming."—CT 122.
3. "They should have a garden to cultivate, where they might find both amusement and useful employment."—4T 136.
4. "When children reach a suitable age, they should be provided with tools. They will be found to be apt pupils. If the father is a carpenter, he should give his boys lessons in carpentry."—CT 122.
5. "Exercise in household labor is of the greatest advantage to young girls."—CT 287.

6. "Many children, for want of words of encouragement, and a little assistance in their efforts, become disheartened, and change from one thing to another."—FE 32.

7. "Every child should be trained to bear his respective share of service in the home."—6T 429.

8. "While they are still young, the mother should give them some simple task to do each day."—CT 122.

9. "Parents cannot commit a greater sin than to allow their children to have nothing to do."—COL 345.

10. "Six days shalt thou labour, and do all thy work" (Ex. 20:9).

HOW TO TEACH

Isn't it delightful to work? Everyone likes to make things or accomplish something that is worth while. It gives one a sense of importance, a spirit of independence, a feeling of security. Fortunately, no child is born lazy. He may be *taught* to dislike labor, or he may be ill, but he was born for action, and will continue to like to work unless conditioned against it.

Be Interested Yourself

One thing is sure, no one will ever get another person interested in work who is not interested in it himself. If it appears to you as

drudgery, as something to avoid, more than likely that will be the attitude your child will take. But if you like to work and glory in its accomplishments, it will be the most natural thing for your children to like it too.

Capitalize on Child's Interests

Every small child wants to do what he sees his parents doing. And why not let him? When Mother is rolling piecrust, why not let Johnnie stand on a chair beside her and roll out some too? He can have his own little pan and bake his own little pie—and eat it too! What child wouldn't enjoy that to the full? When Father is raking leaves, Junior will want to rake leaves also.

Martha had watched her mother mend some socks. Quietly she went to her little room, got her own socks and sewed up the one and only hole she could find in them—the top. Gleefully she ran to her mother, exclaiming, "See, Martha help Mother sew sockies." One look told the story. Mother was as busy as most mothers are on Friday and she almost wailed, "What on earth have you done? Those are your good socks that you are to wear to church tomorrow." But she didn't. She was a wise mother and instead commented, "Oh, you have been helping me? Why, that is a lovely girl. Thank you, Martha dear." Of course, before this act could be repeated, Mother gave

her a few pointers on which holes to sew up.

Offer as a Treat

One father found that he had a hard time getting his three boys out of bed in the morning. He tried this unique plan. "Boys," he said, "the one who gets up as soon as he is called in the morning and is ready for breakfast on time can dig in the cellar after school." That was all that was said, but it worked.

The next morning one call was all that was needed to get two boys out of bed and ready for breakfast in record time. "That is grand," announced Father. "As soon as you come home from school this afternoon you two can dig for fifteen minutes each." Two boys glowed with pride. But Bill, who had come late, felt dejected.

Quickly the three boys hurried home from school, jumped into their working clothes, and started



There is companionship in working together.

for the cellar where their father was working. "All right, George," the father said, "you were the first to the table, so you may dig first." And for fifteen minutes the dirt flew. "Time is up," declared the father. "You are next, David." Again the dirt was on the move. When David's time was up, Bill grabbed the pick and was about to start when his father restrained him. "Oh, no, young man. You were late to breakfast this morning. Only those who are on time to breakfast can dig in this cellar." Bill felt greatly abused at having

missed the fun. But let me tell you, the next morning Bill was right on time for breakfast along with George and David, and every morning after that until the cellar was dug.

When work is given as a privilege, as an award for some good act, it becomes an honor, a prize to win. And what better way to teach children to work? Adults are promoted when they are faithful; they are honored when success follows their efforts. Why not give children a little taste of this when they are learning? Another thing—



A child learns more when the parent works with him.

had the father required those boys to work in the cellar the rest of the afternoon, they would have become overtired and not been too eager to get into it again the next day. As it was, it was a joy, an adventure. They looked forward to digging in that hard red clay.

A few words of praise is far more effective than a scolding or a long lecture on the necessity of labor. "Fine, that is a good job," pays handsome dividends today and in the days to come. "Why, I do believe that is done as well as a grown man could have done it," is almost certain to ensure even better work next time.

"Mother, come here. I want you to see how much Junior did all by himself," may keep the little fellow working for days. "A few words of encouragement, or a little help at the right time, may carry them over their trouble and discouragement, and the satisfaction they will derive from seeing the task completed that they undertook, will stimulate them to greater exertion."—FE 32.

Children do not always use correct methods. Yet they *want* to do the right thing in the right way at the right time. Parents are to teach them. A father might say, "Now try it this way and see if it is not easier," or "Let me show you a little trick to this." Again, "See what happens when I do it this way?" They appreciate help of this kind.

A child is discouraged with remarks like these, "That isn't done

right," "Dear me, you are just making a mess of the whole thing," or "You are the most awkward person I ever saw with a hammer." He may wait a long time before trying again. And when he does try, he is not likely to be able to do his best. Criticism cripples, whereas encouragement enables the hands to be even more skillful, and the fingers more nimble.

Give No Work as Punishment

One of the surest ways of conditioning a child against work is to give him a task as punishment. "Henry, you were a bad boy in church today. You must mow the lawn tomorrow." Henry takes no pride in mowing that lawn. He is humiliated if others see him at the job, for he imagines everyone who sees him knows he is being punished. The next Sabbath when he is tempted to whisper or chew gum or do something irreverent, he remembers the lawn he had to mow and how hot and tired he got; therefore, he decides to behave. But would you believe it, the next morning father says, "Henry, I want you to mow the lawn today. The grass is getting pretty high again."

Henry with wide-open eyes protests, "But, Daddy, I was a good boy in church yesterday. I didn't whisper a word."

Now what is Dad going to say? What *can* he say? It makes little impression to appeal to his sense of pride, which was humbled last

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week, or to his love of the beautiful, which failed to appear in his punishment. If Henry is forced to mow the lawn again this time, the chances are he will hate mowing the lawn more than ever, and will also decide that it makes little difference whether he is good or bad in church. He might as well be bad, for he will have to mow the lawn anyway. A good rule to follow is, Never give work as punishment. It does no good, but does do a great deal of harm.

Avoid Overloading

If you could see all the food that you will eat in one year's time, it probably would give you indigestion. The thought of having to chew all that food would be enough to discourage one. So it is with a child faced with work. We can condition him against work by giving him too much to do at a time. A child's interests change quickly, which is normal. He cannot concentrate on any one thing very long at a time. The little toddlers find two or three minutes ample time for any one thing, but as they grow older they can spend more and more time at a given task without too great fatigue.

If the entire garden is shown to a lad with the instruction that he is to hoe every row, he is likely to feel too tired even to begin. A better way is to limit him to the radishes today. Tomorrow the tomatoes might need attention, and the next day the onions. "You are ex-

acting and sometimes impatient, and at times require too much of your son. He has become discouraged. At your house it has been work, work, work, from early morning until night."—4T 48.

Give Tasks His "Size"

Not only is the child's health at stake here but his attitude toward work as well. "It is essential for parents to find useful employment for their children, which will involve the bearing of responsibilities as their age and strength will permit. The children should be given something to do that will not only keep them busy, but will interest them."—CT 146.

One of the surest and quickest ways to condition a child against work is to require him to do something that is beyond his strength or his endurance. "Let the burden upon the children be very light at first, and then increase it a little



We play for fun, not merely to win.

every day, until they can do a proper amount of labor without becoming so weary."—1T 687.

Work With the Child

Giving small children a task to do together is very likely to lead to trouble. Two sisters may be sent into the kitchen to wash the dishes, but the chances are they will wash each other instead. However, when Mother works with the children, a chore becomes a pleasure. In making beds it is more fun and easier too for Mother to be on one side and a child on the other. The task is elevated to the dignity of an adult occupation when a child works with one of his parents. And, too, the child can observe just how the work is to be done and learn what adults consider important. Remember, Mother is *first* of all a teacher, and *second* a housekeeper.

A real team spirit develops in



the home where father and child hoe the garden together, wash the car together, put up the fence together. Many golden opportunities for companionship are thrown away when the father hires strangers to do the work around the place. The fence may be tighter, but the friendship between father and son is looser.

Then, too, children like to feel that they are wanted, that they are needed to make things go. Baby toddling around likes to hand things to his mother. The smile on her face and her happy Thank you is enough to fill his little soul with glee. Helping Mother becomes a joy, a delight. He is thrilled when he is old enough to open the door for her, to put paper in the wastebasket, and bring in the milk. He can also assist Mother in picking up his toys and seeing that they are in their proper place when he is through playing with them. Mothers should be careful not to require their children to pick up all their things when too young. After the child has played with his toys for a period of time, he is tired. It requires more concentration for him to make his eyes, hands, and feet coordinate in picking up scattered toys.

It will not be long before he can assume the entire responsibility of caring for his toys and seeing that they are always put away when he is through playing with them. This teaches him that things must be put away before another job or

task is begun and is at least one step in the direction of learning responsibility.

Make a Game Out of It

No person has made a success of any trade or profession who has not made a game out of it. When one is interested in his work it becomes play to him, and then and not until then can he really succeed. But no matter what his vocation may be, the one who watches the clock and puts in only the time required will never rise to the top, at least in that field. It is the man who works overtime for the fun there is in it who will succeed. He likes his work and it becomes a great game that he likes to play.

Why not teach children how to make a game out of their work and enjoy it as play? One lad had a game he liked to play. The majority of children call it washing dishes, but he called it "holding evangelistic meetings." He had visions of some day becoming an evangelist and was playing that now. Here was just the game he liked. That dishpan was his auditorium, the dishes were people. The more dishes there were, the bigger attendance he had. Occasionally he would have a time with the old town drunk—the soup kettle—but with the aid of God's Spirit—the water—that kettle would shine at last. His effort was not finished until all the children—silverware—were in church school, and every adult member given something to

do. The glasses were sent into the colporteur field and the plates and bowls made officers of the church.

One boy enjoyed being an ambulance driver. He would take the ambulance—wheelbarrow—and go screaming down to the scene of the accident—the woodpile—and tenderly gather up the wounded ones and bring them to the hospital—the fireplace woodbox.

One girl was a nurse and worked in the hydrotherapy department. The patients—dishes—would come to her looking so dirty and full of germs, but when she got through with the water treatment, they looked so much better. She would wheel them into the various rooms and wards for a few days of rest.

The Philistines—weeds—had a habit of invading the camp of Israel—the garden—on various occasions. But King David—a ten-year-old boy—would slay them hoeing.

Needless to say these children enjoyed their work. It was play to them. They will likely take this same spirit right into their work when they are grown and will enjoy their labors all their lives.

Allow Time for "Practice"

A child learns a great deal about work through play. Watch a baby when he has a new object. He feels it, observes it, tastes it, and pounds it on the floor. Adults looking on declare, "He is just playing with it." True enough, but he is learning a great deal about it also. Play is the way he learns to work.



The job is not done until all tools are back in place.

Frequently his games are imitation work. He will run a truck, become an engineer, or drive a bus. Playing house is a universal game. Here the children wash and iron, make mud pies, sweep, make furniture, and care for the baby. They neglect very little work that is done in a regular home. This is their practice period.

"Let the mother plan amusement or light work to employ the active hands and minds. By entering into their feelings, and directing their amusements and employments, the mother will gain the confidence of her children; thus she can the more effectually correct wrong habits or check the manifestation of selfishness or passion."—CT 115.

Make Play Delightful

Christian parents teach their children to play for the fun of playing—not to win, not to beat someone, but for the joy there is in the game. The trend of the world is to

play competitive games that engender strife and contention; this restricts happiness. God wants our joy to be full.

Guns are not toys; they are instruments of death and bloodshed. There is nothing in a gun that suggests that one love his enemy or that he should be kind and thoughtful to others. There is nothing in a gun that brings joy and happiness to a soul; therefore our children do not play with them. Killing is not a game; it is taking life. We do not permit our children even to pretend that they are breaking one of the commandments of God.

The child learns much from individual play. As he sits in the sand, splashes in the water, rolls on the grass, handles the sticks and the stones, he is learning many things about the world around him. As he builds his blocks, pedals his tricycle, climbs the tree, and balances himself on his skates he is learning to use his muscles. "Children should be trained to amuse themselves, to exercise their own ingenuity and skill. Thus they will learn to be content with simple pleasures."—CT 123.

Then there are social relations to be learned in group play. One type of game teaches children to play *with* others. It teaches one to be fair, to be honest, to cooperate, to enjoy the game himself and to help others to have a delightful time also. The other type of game teaches playing *against* others. It tempts one to lie, to cheat, to take

advantage of the other. Christian parents direct the social games of their children to the intent that they will have a good time and learn to love their neighbors as themselves.

The question arises, How much play is good and when is it too much? Naturally, at first the practice periods are much longer than the performance time. Much practice and little performance is for the beginning musician; later, still more practice but more performance. The time never comes when a musician needs no practice; neither does the time ever come to a person when he does not need to play. "Intemperance in labor, intemperance in almost everything, exists on every hand. Those who make great exertions to accomplish just so much work in a given time, and continue to labor when their judgment tells them they should rest, are never gainers. . . .

"Let parents devote the evenings to their families. Lay off care and perplexity with the labors of the day. . . . Let the evenings be spent as happily as possible."—FE 153, 154.

Expect All to Work

A child should feel that he is not only wanted but that he is *needed* in the home. "From their earliest years children should be led to feel that they are a part of the home firm. Even the little ones should be trained to share in the daily work. . . . Not only will the

parents' burden be lightened, and the children receive a practical training of inestimable worth, but there will be a strengthening of the home ties and a deepening of the very foundations of character."—Ed 285.

Each member in a family has certain rights and privileges and certain duties and responsibilities. It is hardly fair for one member to have all duties and no privileges; neither is it consistent for one to have all rights and no responsibilities.

"Each member of the family should understand just the part he is expected to act in union with the others. All, from the child six years old and upward, should understand that it is required of them to bear their share of life's burdens."—2T 700.

Use the Point System

This is good for the older children. It enables them to have the same responsibility long enough to give accurate performance and confidence in skill; it will also develop in them a sense of ownership, a pride in work well done. At the same time there will be enough changes in jobs to stimulate interest and to ward off monotony or a feeling of being "sentenced for life." (See pamphlet No. 10, *Teaching Honesty*.)

Be Thorough

If something is worth doing, it is worth doing right. Often a little

more time and thought spent on the job saves much time and valuable materials later on. There is no satisfaction in turning out blundering, imperfect work that only creates trouble. Of course parents should not expect adult perfection from a child, but tasks that he can do should be done to the best of *his* ability. "Indolent, careless habits indulged in secular work will be brought into the religious life and will unfit one to do any efficient service for God."—COL 345.

Work Quickly

There is no fun in doing a job that drags on and on. A child should learn to organize his work and to do his chore with speed. No one is justified in accomplishing half what he might if he had worked instead of dawdled. "From the mother the children are to learn habits of neatness, thoroughness, and dispatch. To allow a child to take an hour or two in doing a piece of work that could easily be done in half an hour is to allow it



Music helps one to work better and faster.

to form dilatory habits."—CT 122, 123.

If a child begins to show symptoms of dawdling, we secretly keep a record of the time he spends each day on a given piece of work and surprise him with warmest congratulations when he accidentally beats his own record. Looking at his daily score usually stimulates him into action for days to come. He may desire to continue keeping a score. Compliments are far more effective than shaming or scolding. Remarks like, "My, how quickly you did that today!" and "Don't tell me you are through already!" work like magic on most children.

If the point system is being used, a bonus given when the job is completed within a certain time limit often brings about the desired reformation. (However, taking points away when the work drags out too long never seems to work.) Jobs that have certain rhythmic motions are turned into play when accompanied by music. Singing while working is not only more delightful but apparently more restful; one does not tire so quickly. And of course when a parent works with the child there is little likelihood that the child will dawdle.

Finish the Task

It's not good training to allow a child to start a half dozen things and leave them for someone else to finish. The parent should be considerate and not assign too much, but a job begun should be

finished. Much better to give a child a five-minute job and have him finish it than to allow him to leave a task unfinished after ten minutes of work.

There are plenty of people in the world who have made a failure of life because they were always starting and never finishing. "Children frequently begin a piece of work with enthusiasm, but, becoming perplexed or wearied with it, they wish to change and take hold of something new. Thus they may take hold of several things, meet with a little discouragement, and give them up; and so they pass from one thing to another, perfecting nothing. Parents should not allow the love of change to control their children."—3T 147.

A job is not completed until the materials and the tools are back in their proper places. Order is heaven's first law. Not only will the house look better, but time will be saved when things are in their place and can always be found easily.

Work is a blessing. It draws the family together and enables each one to feel that he contributes to the success of the home.

"Fathers, do not discourage your children. Combine affection with authority, kindness and sympathy with firm restraint. Give some of your leisure hours to your children; become acquainted with them; associate with them in their work and in their sports, and win their confidence."—MH 391.

WHAT IS YOUR SCORE?

1. I regard work as a blessing.
2. I like to work.
3. I teach my child to work.
4. I let my toddler help me.
5. Each member of the family has something to do each day.
6. I avoid "conditioning" my child against work.
7. I see that the jobs are according to his size, not too much or too long.
8. I work with my child.
9. I teach my child to be thorough.
10. I encourage him to work rapidly.
11. I expect him to finish what he begins.
12. All tools are put back in place before the job is considered done.
13. I commend him when he does good work.
14. I let my child know that I need his help.
15. We make a game out of work.
16. We play for fun, not merely to win.
17. I see that my child has time for individual play.
18. I encourage my child to amuse himself.
19. My child's group play encourages wholesome games.
20. The time for group play is limited to a reasonable amount.

Total Score

Today	6 months later
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KEY

0—Never

1—Seldom

2—Occasionally

3—Often

4—Usually

5—Always

CHARACTER BUILDING IN CHILDHOOD

Other pamphlets in this Christian Home Series C are:

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2. Sabbath Afternoon and Family Worship
3. When Children Go to Church
4. Making Obedience Fun
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